DOCUMENT RESUME

ED 049 085 SO 000 583

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TITLE The Gang Unit.
INSTITUTION Pennsylvania Advancement School, Philadelphia.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Philadelphia School District, Pa.
PUB DATE 70
NOTE 197p.

EDRS PRICE EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS *City Problems, *Juvenile Gangs, Problem Solving, Racial Discrimination, Resource Materials, Secondary Grades, Simulation, Social Discrimination, *Social Studies Units, Urban Culture, Urban Teaching, *Urban Youth, *Violence, Youth Problems
IDENTIFIERS Bopping Game

ABSTRACT

The unit deals with the violent gang, not the social or delinquent gang. It is aimed at junior high and senior high school students. The student for whom violent gangs are an urgent, everyday concern should gain perspectives that will help him cope with the problem personally. Other students should be able to correct misconceptions and to deepen understanding of a serious urban problem. The four lesson plans focus on the inner needs which membership in gangs fulfills, on the risks inherent in gang activity, on locating or initiating alternative sources of stimulation and fulfillment for potential gang members, and on the nature of prejudice and discrimination and their role in producing violent gangs. The unit may be used in a variety of ways: 1) to relate the unit to current events; 2) to work the unit into the direct study of prejudice and discrimination; 3) to use it in the study of city problems. Classroom activities are suggested, however, a great deal of background information on gangs in Philadelphia has been included for those teachers who wish to develop their own activities. Bibliographies of short stories, films, books, and community resources are appended along with the Bopping Game: A Gang War Simulation for the Classroom. If the unit is used in its entirety, it should take from three to six weeks. (SBE)

THE GANG UNIT

Developed and Written by:

M. Phineas Anderson
Human Development Lab

Established in Philadelphia in September, 1967, the Pennsylvania Advancement School is a non-profit corporation under contract to the School District of Philadelphia. Its funding is from Title I and Title III of the Elementary and Secondary Education Act and from operating funds of the School District. In addition, funds from the Education Professions Development Act and from private foundations have been used to support smaller projects initiated by the school.

The Advancement School is an experimental, curriculum development institution which has as its student body seventh and eighth grade underachieving boys from Philadelphia public and parochial schools. During the first two years almost all the students attended the Advancement School for a single, fourteen week term, although there are now provisions for boys to remain for an entire year. In addition to an intensive summer program which the school conducts for Philadelphia teachers, counselors, administrators and community people, large numbers of Advancement School staff continue working in the public schools during the school year.

Special Note

For the convenience of the teacher, "The Gang Unit" has been bound with an Acco fastener. The fastener allows easy access to sheets the teacher desires to copy for classroom use. Spirit masters may be made on the 3M Thermo-Fax and copies on a duplicator, machines available in most Philadelphia public schools.

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PREFACE

"One Boy Killed, Two Seriously Injured in Latest Gang Feud."

If you have read such headlines and felt a strong sense of frustration, fear, anger, guilt or despair, or if you ever watched a student drift toward the world where the risk of injury and death are high, you are one of thousands of Philadelphians concerned about violent gangs.

Among the concerned, the constructively concerned, are many Philadelphia teachers. Several have discussed the problem with me. They want to explore the topic with their students, but are reluctant to do so because they simply do not feel knowledgeable enough about it. In this unit I have tried to draw together information, materials, and lesson suggestions for just such teachers.

The unit deals with the violent gang, not with other types of gangs or "social clubs". It is aimed at two kinds of students. The student for whom violent gangs are an urgent, everyday concern should gain perspectives that will help him cope with the problem personally. For other students, my purpose is to correct misconceptions and to deepen understanding of a serious urban problem.

Teachers may use the unit in a variety of ways. Some may want to read the background material and lesson plans, then make up their own classroom activities. With this in mind, I have included a great deal of information for the teacher in

the introduction and appendices. Other teachers may decide that the four lesson plans provide good ways of getting across the essential facts and concepts about gangs. They may just modify the lessons or even teach them as they stand.

The lesson plans focus on the inner needs which membership in gangs fulfills, on the risks inherent in gang activity, on locating or initiating alternative sources of stimulation and fulfillment for potential gang members, and on the nature of prejudice and discrimination and their role in producing violent gangs.

The unit reflects my belief - formed after widespread reading as well as discussions with gang members, teachers, and other knowledgeble adults - that racial discrimination is a fundamental cause of gang violence.

There are, of course, other causes. But why, I asked, is membership in Philadelphia's violent gangs overwhelmingly black? Because, the answer came over and over again, discrimination forces so many black children to grow up under exactly those community conditions which have been shown to produce violent gangs among people of any race. (More detailed explanations are included in Section I and in Lesson #4.)

I would like to acknowledge the help given me by many of my friends and colleagues, including: Michael Donaldson, Youth Worker; Haywood Matthews, Safe Streets, Inc.; Marion Moultrie of Stoddart Fleisher Junior High; Evelyn McClain of Strawberry Mansion Junior High; Ronald Walker of Sayre Junior High; and Rudd Crawford, Eliot Levinson, Donald Rivera, M. Shapiro and Shively Willingham of the Pennsylvania

Advancement School. Special thanks to the following P.A.S. staff members: Daniel S. Cheever, Chairman of the Human Development Lab, for developing, in large part, Lesson #4, and providing continuous support; Charles Thompson for editing and rewriting; Alice Riley for typing the final draft; and Harold J. Jones for printing the unit. I greatly appreciate their help, but take full responsibility for the conclusions and ideas expressed in this unit.

M. Phineas Anderson

FOR THE TEACHER:

BACKGROUND INFORMATION ON GANGS

Section A: Introduction

Three types of gangs appear most persistently in "gang neighborhoods": 1) social gangs, 2) delinquent gangs, and 3) violent gangs. Although gangs seldom appear in one of these pure forms, each has a central characteristic that distinguishes it, and most of its behavior revolves around this central theme.

The social gang is comprised of youths who band together because they find their individual goals of a socially constructive nature can most adequately be achieved through the gang pattern (Yablonsky, pg. 149).

The delinquent gang is characterized by such direct illegal behavior as stealing or assault with material profit as the essential objective.

The violent gang is dominated by spontaneous prestige-seeking violent activities with psychic gratification ("kicks") as the goal.

The concern of this unit is the violent gang, the type which in Philadelphia has been responsible for 43 gang-related killings and 267 gang-related injuries in 1969 alone.

The background information which follows may be used to enrich or extend the lesson plans. It is divided into four sections:

The first section discusses the violent gang in general, without reference to a particular city. Most of it is quoted, with permission, from Lewis Yablonsky's The Violent Gang (New York: The Macmillan Company, 1962), one of the most comprehensive studies of gangs. The order of sentences and paragraphs has been altered, but most of the wording is Yablonsky's. For simplicity, however, only those quotation marks which Yablonsky uses in his book

have been included. The numbers in parentheses refer to pages in the 1962 edition of the book.

The second section deals with the violent gang in Philadelphia. Information for the second section comes primarily from three sources: (1) a State Crime Commission Report entitled "Gang Violence in Philadelphia" (July, 1969); (2) various articles on gangs printed in The Evening Bulletin from January, 1969 - April, 1970; and (3) records from the Philadelphia Police Department's Gang Control Unit, courtesy of Commissioner Frank L. Rizzo.

The third section attempts to answer the question, "What happens to a gang member who gets in trouble with the law in Philadelphia?" Information was collected over the phone from persons working at the Juvenile Court, the Quarter Sessions Court, and the Youth Study Center.

The last section centers on strategies for alleviating the gang problem, drawing heavily upon Yablonsky again and on articles in The Evening Bulletin.

Time did not permit a more extensive survey of research on gangs. A bibliography on the subject is included in (Appendix 6) for those who want to pursue the matter further.

Section B: The Violent Gang* (general)

1. Description

The violent gang is not a new phenomenon, but the brand and intensity of violence which characterizes the contemporary violent gang distinguishes it from earlier gang patterns (Yablonsky, pg. 3). Although violent acts of the past were

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often as extreme in their results, they seemed to have more understandable and rational motives. Youth gangs of the twenties and thirties were essentially friendship organizations based upon feelings of mutual attraction rather than upon 'self protection' as in the current violent gang. In addition to illegal or occasional violent activity, these groups carried on comparatively harmless gang behavior, including sports and social gatherings (Yablonsky, pg. 6). Usually a high degree of responsible social interaction was required (Yablonsky, pg. 150). The negative form of social participation called sounding, a pattern of needling, ridiculing and fighting with fellow members that characterizes violent gangs today, was not so prevalent (Yablonsky, pg. 153). They were not organized essentially around violence-- the core spirit of the modern gang (Yablonsky, pg. 6).

A prime function of the modern gang is to provide gang youths the opportunity to channel aggressions and hostilities they have about personal matters. Gang wars originate over trivia in many cases. Territory, a 'bad look', an exaggerated argument over a girl, or a nasty remark may be the basis for stirring up a large collection of youths into gang-warfare action. Each youth who becomes involved can project into th fight whatever angers or hostilities he has about school, family, the neighborhood, prejudice, or any other problems he may be living through at the time (Yablonsky, pg. 157). At the 'actual' gang-war event, most youths on hand have little or no idea why they are there or what they are expected to do, except assault someone (Yablonsky, pg. 158).

Among gang members little is expected, except an occasional act of violence, and little is given. Membership definition is vague; there is no clear consensus of role expectation. One gang member will define his role in terms of self-protection: '...can't walk on my own block without being jumped.' Another will speak of his role of protecting younger boys: '...they (another gang) always pick on the small kids.' A third defines his role in a gang as a response to prejudice: 'We're going to get all those guys who call us Spicks.'

The lack of consensus of role expectation allows each gang boy to project his own definition onto the meaning of his 'membership,' thereby fulfilling varied needs of different individuals. If qualifications for membership were more exact, most members would be unable to participate, for they lack the ability to assume the social responsibilities required for more structured normal organizations (Yablonsky, pg. 213).

The violent gang youth is typically undersocialized. His personality often reflects some, if not all, of the following characteristics:

a) a defective social conscience marked by limited feelings of guilt for destructive acts against others; b) limited feelings of compassion or empathy for others (inability to identify with others, cannot put himself "in other person's shoes"); c) the acting out of behavior dominated by self-centered goals; d) the manipulation of others in such a way as to receive immediate self-gratification without any moral concern or responsibility (e.g., viewing girls

as objects to be manipulated or used for "rep" making and ego gratification rather than establishing a close warm relationship entailing mutual responsibility and feeling (Yablonsky, pg. 201).

This list of characteristics amounts to a description of a sociopath. The extent to which a youth is sociopathic determines in part how deeply involved in a violent gang he will become. The less sociopathically disturbed youth is a 'marginal' member; the most sociopathic youth tends to be a 'core' member. Any ego strength, position in the world, and status or pleasure a core member enjoys is tied to gang activity. The gang's turf and activities, particularly its violence, give meaning to his existence. The gang constitutes his primary world; such is not the case for the more marginal member (Yablonsky, pg. 207).

The selection of violence by the sociopathic youth in his adjustment process is not difficult to understand. Violent behavior requires limited training, personal ability, or even physical strength. As one boy put it, 'A knife or a gun makes you ten feet high.' Because violence is a demonstration of easily achieved power, it becomes the paramount value of the gang (Yablonsky, pg. 205). Gang members use violence for upward mobility to acquire prestige or raise their 'rep.' Because of their limited social ability, they know no other way to achieve success and notori.ty, priority values in the larger society. Violence becomes the way to prove you are 'somebody.'

In addition to the position of violence as a prestige symbol in the gang, the larger society covertly approves of, or is at least intrigued by, the violence depicted in literature, radio, television, the movies, and other mass media. Although on the surface most members of society condemn violence, on a covert level there is a tendency to aggrandize and give recognition to perpetrators of violence. The sociopathic personality who commits intense, sudden acts of violence is the 'hero' of many plays and stories portrayed in contemporary mass media. The incompetent sociopathic youth senses this condition, and this may also account in part for his selection of the violent hoodlum role--one he can adequately fulfill (Yablonsky, pg. 205).

2. Recent Sociological Theory on Gangs*

Several significant efforts have recently utilized general sociological concepts and theories to explain the emergence and organization of gangs. A few of the theories will be presented in a condensed form here. The reader should remember that the following explanations are theories, not hard fact, and are open to question.

Albert Cohen (Delinquent Boys: The Culture of the Gang; Glencoe, Ill. The Free Press, 1955) views the gang as a subculture with a value system different from the dominant ones found in American culture. Cohen see this subculture arising out of class conflict.

*All references to books and authors in this section come directly from The Violent Gang by Lewis Yablonsky.

That is, 'working-class' children use the delinquent subculture (the gang) as a mode of reaction and adjustment to a dominant middle-class society that indirectly discriminates against them because of their lower-class position. The thesis developed is that working-class youths, trained in a different value system, are not adequately socialized to fulfill the status requirements of middle-class society.

Tremendous frustration results because they are unfairly exposed to the middle-class aspirations they cannot fulfill and criteria they cannot measure up to. In a 'reaction-formation' to this problem, the gang is used as a means of adjustment. Norms are taken from the larger society, but turned upside down. The delinquent's conduct is right by the standards of his subculture precisely because it is wrong by the norms of larger culture. The middle-class values rejected by the gang youth are: (1) Ambition is a virture, (2) an emphasis on the middle-class ethic of responsibility, (3) a high value on the cultivation of skills and tangible achievement, (4) postponement of immediate satisfactions and self-indulgence in the interest of achieving long-term goals, (5) rationality, in the sense of forethought, planning, and budgeting of time, (6) the rational cultivation of manners, courtesy, personality, '7) the need to control physical aggression and violence, (8) the need for wholesome recreation, and (9) respect for property and its proper care (Yablonsky, pg. 133).

Richard Cloward and Lloyd Olhin (Delinquency and Opportunity: A Theory of Delinquent Gangs; Glencoe, Ill. The Free Press, 1960) pick up Cohen's theme but add a new dimension and shift the emphasis. Most youths are led to believe, via a mass media system that has no apparent conscience, that a variety of success objects and social statuses are available to all. In reality, the possibility and means for acquiring many of these highly valued social statuses and objectives are slight for a majority of American youth. Not only do the background factors (class, ethnicity, race, etc.) block 'success,' but the status of youth itself tends to place young people in a minority position. For a youth, many material objects and cultural items which adults take for granted are difficult to obtain; yet his interest in achievement is encouraged at the same level of intensity as theirs, if not more sharply (Yablonsky, pg. 205).

The contrast between aspiration and fulfillment is intensified for those who come from a lower-class background or a minority group. Although the 'socially deprived' segment of the population is not fully blocked from means of achievement available to other segments, the 'degrees of availability' are not fully equal.

In summary, the marked discrepancies between culturally induced aspirations among lower-class youth and the possibilities of achieving them by legitimate means provide the main pressure toward the formation of delinquent subcultures (Yablonsky, pg. 141).

Herbert Bloch and Arthur Niederhoffer (The Gang; New York: Philosophical Press, 1958) view gang behavior as a universal

and normal adolescent striving for adult status. The ganging pattern may be found, if looked for, in all cultures, as a vehicle for achieving manhood. The gang pattern, they maintain, is more pronounced in cultures where youths are normally cut off from the possibility of manhood for a prolonged period. According to Bloch and Niederhoffer,

> When a society does not make adequate preparation, formal or otherwise, for the induction of its adolescents to the adult status, equivalent forms of behavior arise spontaneously among adolescents themselves, reinforced by their own group structure, which seemingly provide the same psychological content and function as the more formalized rituals found in other societies. This the gang structure appears to do in American society. ...the presence of the gang, real, constructive or symbolic, gives the individual member ego support and courage. He gains a psychological sense of power and manhood which he does not possess at all when he is on his own (Yablonsky, pp. 136-137).

3. Towards a Theory of the Violent Gang

(The sociological theories outlined in the last section deal with gangs in general. Yablonsky chose them because of their relevance to his development of a theory about violent gangs. This section attempts to describe Yablonsky's theory; again, a theory open to question.)

Though violent gangs have their parallel in less populated, higher income areas, they are generally a big-city, lower income phenomenon. The community of the gang is basically the slum, of which there are two types: stable and disorganized. Though crowded and blighted, the stable slum is characterized by some sense of community, some degree of cohesion among the residents in the area. The disorganized slum is a 'community of strangers.' The people, as in the stable slum, live very close together, but there is a vacuum of meaningful human relationships (Yablonsky, pg. 172).

These two types of slum appear to produce different deviant patterns: the stable slum creating a more normal delinquent adjustment (i.e., delinquent and social gangs) and the disorganized slum a higher rate of violent behavior (i.e. violent gangs) (Yablonsky, pg. 173). Since the disorganized slum seems to foster violent gangs in particular, a closer inspection of the social dynamics of this type of slum, especially as it affects children being socialized (or asocialized), helps to reveal the true nature of the problem.

A dominant theme of the current disorganized slum is that it is heavy with formerly rural populations that have flowed into the large urban area in pursuit of greater social and economic opportunities. One effect of this flow has been to chase more stable lower-class and middle-class families, who can afford to move, toward the suburbs. The result is a diverse population of newly arrived individuals ill-equipped to cope with the many-faceted problems and new values of city living in the disorganized slum (Yablonsky, pg. 174).

The newly arrived populations bring with them values, norms, and patterns of behavior often inconsistent with the demands of the new society. Adults, but especially the children caught in this situation, are exposed to a set of conflicting values: those presented by the new society and the more traditional ones brought from the old community. Professor Thorsten Sellin (Culture, Conflict and Crime; New York: Social Science Research Council, 1938) has described this problem as 'culture conflict.' It consists of a condition

where the individual is caught between a crossfire of norms in conflict. The youth newly arrived in the large urban area is often barraged by conflicting standards for 'correct' conduct. Conflicts may arise between the different norms supported by his parents, the school, and those operative in the neighborhood.

One of the circumstances which negatively affect the proper socialization of youth in the disorganized urban condition is the breakdown of old social controls without any adequate replacement for these forces that would tend to curb deviance. By 'social controls' the main reference here is to defined and clearly expected responses in the social system that tend to inhibit or control deviance (Yablonsky, pg. 175). This breakdown is largely a result of the demise of parent control. The more cohesive community, for example, relied heavily upon a strong matriarchal or patriarchal figure for control. The youth now finds himself in the new situation with few others to help his social growth. This is partially due to the necessity of the father or mother to work longer hours away from home. However, the breakdown of the necessary dominant and stable personality of the parent under the extreme conditions of their more difficult, new way of life is another significant element (Yablonsky, pg. 176).

Since the youth has limited opportunity under these conditions to learn feeling for others or how to relate or emphathize adequately with others, he tends toward a pattern of self-satisfying, impulsive, egocentric reactions. The youth emerging from this vacuum of effective socialization forces

for training him into adequate social roles is often an asocial or sciopathic personality.

Another factor that affects the child, even when the parent attempts adequately to fulfill the role of socializing agent, is a new expectation of the parental role. The youth's parents will seldom equal the idealized images created in the ads, the movies, or television plays. His mother seldom fulfills her role as adequately as the stereotyped American 'mom' on TV. The youth exposed to the new models of parents may on a covert level be dissatisfied in his new situation with parents who might have appeared adequate to him in the former community. In a kind of disenchantment he may now confront his parents with dissatisfaction, indifference, and a degree of shame about their being 'greenhorns.'

Another factor of social control that diminishes in the new urban condition is the force of 'family honor.' In the prior community the family name may have had distinction or prestige; in the urban area of transition it is relatively meaningless to others, if not identified negatively with low social status. The youth who formerly took pride in his family name and its honor is deprived of another possible social control.

The presence of known others who bring community pressure to bear on the youth, providing another element of social control, are generally nonexistent in the new slum. In the cohesive community conditions, a youth was likely to be under the constant surveillance of others who knew him well. In the new urban condition of anonymity, he can commit an atrocious assault or robbery on one block and easily disappear into a

crowd of strangers a block away (Yablonsky, pg. 177). No person of significance to the youth would know anything about his illegal act. A youth can thus lose himself in the anonymity of the large urban area and avoid any community forces of control.

The absence of elements of social control helps provide a fertile social milieu for producing the type of asocial individual who gravitates toward violent gang structures. Both the social and delinquent gangs make demands upon their membership. The members of these more cohesive gangs (as in the delinquent gang) have some comprehension and learned ability to fulfill social expectations, even if they are illegal. In order to fulfill their social expectations they can respond in some measure to the requirements of social control. In the violent gang, however, the demands of actual conformity requiring 'social ability' are minimal. Thus, the nature of the disorganized slum, with its vacuum of social control and expectation, is a breeding ground for the development of the sociopathic youth who finds the malleable, shifting violent gang a convenient pattern of adjustment (Yablonsky, pg. 178).

Prejudice and discrimination are significant elements contributing to the formation of the disorganized slum. Indirectly or directly, prejudice forces the family of the minority-group gang member into the disorganized slum. Indirectly, this stems from an economic blockade against minority groups that prevents their entrance into certain higher paying occupational positions. Most of the newly

arrived population are unskilled labor, and this too affects their economic and financial condition. This complex of factors places the family in a marginal economic position and almost forces them to live in the disorganized slum neighborhood. On the more direct discriminatory level, minority groups, particularly Negroes and Puerto Ricans, do not have equal access or are simply barred from living in certain neighborhoods regardless of financial ability to pay their rent regularly (Yablonsky, pg. 185).

Violent gang activity provides an outlet for some victims of prejudice, but aggression is often misdirected. Some victims of prejudice displace their violent responses against themselves or members of their own group. Such seems to be the case with warring gangs of the same ethnic or racial background (Yablonsky, pg. 186). Other victims accept their lot and status as victim with 'hat in hand.' Some individuals may react with extreme hostility directed at their felt oppressor.

In summary, core members of the violent gang are undersocialized, products particularly of the disorganized slum, an environment which fosters violent behavior. Many factors contribute to the formation of the disorganized slum, with prejudice and discrimination being important causes.

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Note:The rural-urban cultural conflict posited by Yablonsky as partial explanation for the formation of the disorganized

is not as meaningful today as it was in the past. The 1960 census reported that 73% of the non-white population lived in the cities, compared to 70% for the white population [The American Negro Reference Book, edited by John P. Davis (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), pg. 115]. In our predominantly urban society most migration is from city to city rather than from rural to urban areas. For example, from 1955-1960, less than 10% of the people migrating into Philadelphia were from non-metropolitan origin (Public Information Bulletin 9A: "Mobility in the Philadelphia Metropolitan Area: 1955-60", by the Philadelphia City Planning Commission, August, 1964, pg. 1).

Therefore, other reasons must be emphasized in explaining the high rate of personal and social disorganization in the black inner-city neighborhood. Of those cited by Yablonsky, the one most consistently stressed by civil rights leaders and other students of urban affairs is racial discrimination [see such books as: The Moynihan REport and the Politics of Controversy by Lee Rainwater and William L. Yancy (Cambridge: The M.I.T. Press, 1967); Race and Poverty by John Kain (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969); Urban Society by Noel P. Gist and Sylvia Fava (New York: Thomas F. Crowell Co., 1964); The Negro in the United States by E. Franklin Frazier (New York: The Macmillan Co., 1957); and The Newcomers: Negroes and Puerto Ricans in a Changing

Metropolis by Oscar Handlin (Garden City, N.Y.: Doubleday and Company, Inc., 1959)]. The majority of Negro families in the cities are living at a poverty level (Davis, op. cit., pg. 351). Joseph H. Douglass, an authority on the urban black family states, "The slowness of the rate of progress of Negores in urban society is due in large degree to the special handicap of race imposed upon them by the majority group." (Davis, op. cit., pg. 351). Discriminatory policies in trade unions, apprenticeship opportunities, housing restrictions and other circumstances stand in the way of the black man achieving equal economic status. With low income comes poor housing in neighborhoods with rundown and overcrowded schools that cannot provide a proper learning environment. Poorly educated children cannot secure decent jobs and thus the conditions produced by discrimination (e.g., the poorly educated) become the grounds for continued discrimination.

The central factor in producing and maintaining the disorganized slum, directly or indirectly, is racial discrimination. The disorganized slum in turn is prime breeding ground for violent juvenile gang behavior.

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Section C: The Violent Gang in Philadelphia

1. Description

In 1965 there were approximately 54 gangs in Philadelphia. In 1968 there were 69. Today, there are 75.

Gangs are divided by police into three categories: dormant, sporadic and active. A dormant gang has not been in trouble with the law for an extended period of time (at least one year). A sporadic gang has trouble with the law infrequently (once to three times a year). An active gang has trouble with the law more than three times a year. Of the 75 gangs currently extant in Philadelphia, 53 are active and 22 are sporadic (Crime Commission, pg. 5).

A gang-related crime is defined as involving three or more members of a gang committing an unlawful act. The most common unlawful activities pursued by gang members are, in order of frequency, gang violence, burglary, and purse-snatching (Philadelphia Police Department, Gang Control Unit).

According to police records, there are approximately 3,000 known gang members in Philadelphia, ranging in age from twelve to twenty years. There are about 200,000 males in the age range of 12-23 in Philadelphia as a whole. Therefore, known gang members make up about 1.5% of this population. Of the two hundred thousand, eighty-five thousand (85,000) are black. Of the 3,000 known gang members, 2,700, or 90% of the total, are black. This means that 3.2% of the black population between 12-23 are gang members (Crime Commission, pg. 5).

Of the 75 gangs, 66 are all black, 7 are all white, and 2 comprise blacks and Puerto Ricans (Crime Commission, pg. 9).

Membership size ranges between 25 and 250 persons. Eighty-four percent of the gang members are 16 years of age or older. The statistical breakdown is as follows:

Table 1: Age of Gang Members

Age	Number	%
below 12	1	-
12-14	134	4+
15-17	1300	44
15-242		
16-456		
17-602		
18-23	1418	48
over 23	4	-
age unknown	102	3.4

(Crime Commission, pg. 6)

In 1968 there were 14,000 juvenile arrests, of which 900 or 6.5% were gang-related. Of the total 83,000 gang members, approximately 300 - 600 are considered "core." There "core" members are repeat offenders who are responsible for, or are involved in, the vast majority of juvenile gang crimes of violence (Crime Commission, pg. 5).

Gang killings have increased substantially in recent years. The following table shows this:

Table 2: Juvenile Gang Homicides Compared To All Homicides

	1967	1968	1969
All Felonious Homicides	234	261	292
Juvenile Gang Homicides	12	30	43
% of gang homicides compared to all homicides	5	11	15

(Crime Commission, pg. 5)

Although not all of the gang victims are affiliated with gangs, in the last two years, the majority have been gang affiliated:

Table 3: Juvenile Gang Victims Affiliated With Gangs

	1967	1968	1969
No. of Gang Homicides	12	30	43
No. of victims affiliated with a gang	4	20	27
% of victims with gang affiliation	33	67	63

(Crime Commission, pg. 8)

Of the accused assailants, most were 15-17 years of age:

Table 4: Age of Accused Assailants in Gang Homicides

Age of Accused Assailants	1967	1968	1969
12-14	0	5	9
15-17	7	39	73
18-20	8	12	16
21-23	0	0	1

(Crime Commission, pg. 9)

The magnitude of the gang problem is evident not only in the death figures, but also in the number of persons hospitalized as a result of gang activity. Non-fatal gang casualties in 1969: shot, 120 people (93 gang affiliated, 27 non-gang); stabbed, 130 people (108 gang affiliated, 22 non-gang); and beaten, 17 people (12 gang; 5 non-gang) (Philadelphia Police Department, Gang Control Unit).

Gang names in Philadelphia are generally derived from the location of the gang's headquarters, or more precisely, from the street corner where the gang members frequently meet (e.g., 8th and Diamond, 12th and Poplar, 15th and Clymer, 20th and Carpenter, 16th and Wallace, 21st and Westmoreland,

37th and Melon). Some names are derived from other origins. For example, the "Valley" gang (20th and Montgomery) took its name from the fact that when sewer and rain water backed up in sections of North Philadelphia, the torrent flowed downstream into 20th and Montgomery and formed a valley of water (The Evening Bulletin, Sunday, May 25, 1969, Edition J, Section 1, pg. 9).

A gang is usually divided into levels. The upper level, according to a Police Department chart, is known as the "Old Heads" comprised of members age 18-23. Then come the "Young Boys" (14-17) and finally the "Midgets" (12-14). Some gangs replace the name "Young Boys" with two levels: "Juniors" and "Seniors." Recruits in waiting (12 and below) are called "pygmies" or "swiggetts" (The Evening Bulletin, Sunday, May 25, 1969, Edition J, Section 1, pg. 9). What division a boy is in depends a lot on with whom he associates, but age is an important factor.

Boys can usually join a gang just by saying they want to. At times, they have to prove themselves by stealing an item designated by the leader, or fighting certain members of the gang. Says one gang member about joining his gang: "You have to fight about ten guys to join. You don't have to beat them all up, but you must show that you can defend yourself and that you have guts" (The Evening Bulletin, Sunday, May 4, 1969, Edition J, Section 1, pg. 30). If a potential member has a brother or cousin in the gang, or has a gun, any initiation rules are usually eased. Rarely are kids "drafted" (i.e., forced) to join a gang. Police Sergeant Joseph E. Rich,

supervisor of the Gang Control Unit says, "The only time a kid is drafted into a gang is when the gang is over-extended militarily-- that is, fighting two or three fights at once. The "runners" are pretty smart; they know that draftees don't make such good fighters"*(The Evening Bulletin, Sunday, May 25, 1969, Edition J, Section 1, pg. 9).

In overall charge of the gang is the "runner" of the Old Heads, though each division has a runner and accompanying leaders. The runner is responsible for deciding where the action is, what weapons are needed, and how and where to get the weapons. Among some groups, the word "warlord" is synonymous with runner. Some gangs have a runner and a warlord. Analogous responsibilities would be those of the President and the Secretary of Defense. The former has overall responsibility, the latter is concerned only with military (fighting) matters (The Evening Bulletin, Monday, June 23, 1969, Edition F, pg. 21).

The second in command is called the "second runner" and he takes over the gang when the runner is absent, for whatever reason. Then come the "checkholder" and the "corner boys." The corner boys are the troops and they are kept in "check" by the check-holder. The check-holder informs the runner and second runner of the activities of the corner boys (The Evening Bulletin, Monday, June 23, 1969, Edition F, pg. 21).

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1) A drafting campaign may also be initiated by a gang if membership is being reduced by arrest and conviction.

2) Kids living within the territory of a given gang often times feel pressure to say they are members of that gang, but in reality do not take active roles.

Some gangs have their own form of punishment. It is called the "Kangaroo Court.' Violators of gang "rules" have to run a gauntlet with colleagues taking swats at them (with fists or weapons). Typical violations might be: dating the sister of a rival gang member; associating with rivals at school; quitting the gang and then seeking to rejoin; not "going down" with the corner boys (leaving fellow gang members during a fight) (The Evening Bulletin, Sunday, May 25, 1969, Edition J, Section 1, pg 9).

The weapons of gang members are varied: rods, shotguns, pistols, zip guns, switch blades, razors, car aerials, chains, pipes, leather straps, and others. The most common fatal weapon is the gun. A rod is a .45 or .38. They are generally stolen, but on rare occasion, members will chip in and buy one from a "front." Starter and tear-gas pistols are more frequently used by gang members because they are more accessible. Not only are they cheaper, but they also may be purchased legally by any person 18 or over.

The barrel of a starter pistol is filled with lead when purchased, but it can fairly easily be bored out (often in shop classes without teacher's knowledge) to accommodate .22 caliber bullets. Zip guns are fashioned from a piece of pipe or car aerial, a block of wood, rubber bands or a spring, friction tape and a door latch. The pipe or aerial, used as the barrel, is taped to the block of wood. The door latch, serving as the bolt of the weapon, is nailed to the wood, with the spring or rubber bands "triggering" the sliding bolt. The weapon fires when the bolt strikes a bullet inserted in the upper position of the "barrel" (The Evening Bulletin, Sunday, May 25, 1969, Edition J, Section 1, pg. 9).

There are various levels of gang war. One level is called a "stomp." In a stomp, three or four guys will approach one person, ask where he is from (a protective response: "Nownere."), and then jump him, regardless of the victim's answer to the question. The purpose of the question is to provide a superficial justification for the violent act, but the satisfaction derived from the act itself is the main motivational force. The victim may be a member of another gang, but need not be. He may be an innocent party or even a member of one's own gang.

A second level is called a "blitz" or "jap." In a blitz, two or three guys, the "war party," go into another gang's territory, quickly attack an opposing gang's member, and get out rapidly. Blitzes are used especially when there is a particular gang member that the war party is seeking.

The third level, an all-out gang war, is called a "rumble." When a gun is available for gang warring, the "capper" is designated by the runner or the shooter is chosen by lot. In one case, the executioner was chosen by ripping out pages of the "Yellow Pages." Whoever had the biggest piece of paper was given the honor (The Evening Bulletin, Sunday, May 25, 1969, Edition J, Section 1, pg. 9).

There are no girl gangs per se, in Philadelphia but girls, particularly girlfriends of gang members, participate in gang fighting to the degree of carrying weapons. A policeman cannot search a girl; he must take her to the station to be searched by a police woman. Sometimes girls act as spies, since they usually have immunity in the "turf" area of another gang.

The exception is when a girl is going to see a boy in another gang; then the girls in that area might jump her (The Evening Bulletin, Tuesday, October 14, 1969, Edition J, pg. 4).

In summary, it should be noted that in terms of gang violence Philadelphia is almost unique among American cities,

> The Crime Commission report states, It is clear that the problem of lethal and violent juvenile gang activities in Philadelphia is not duplicated in many other major cities at this time. This type of problem did exist in the past in other cities. It appears at present to a significant degree among the major cities only in Philadelphia and Chicago (Crime Commission, pg. 14).

2. Background and Environment of Gang Members in Philadelphia

As the following table of the location of gang homicides indicates, the bulk of the gangs and their activities are centered in North Philadelphia (Crime Commission, pg. 10):

Table 5: Location of Gang Homicides

	1967	1968	1969
North Philadelphia	6	16	23
South Philadelphia	1	5	9
West Philadelphia	4	6	6
West Oak Lane	0	1	3
Germantown	1	1	2
Frankford	0	1	0

(Crime Commission, pg. 8)

Socially and economically, North Philadelphia is severly depressed. Statistics on the area indicate that this living environment could be classified under Yablonsky's term "disorganized slum." All the physical requirements are there;

only a measurement of the "sense of community" is missing.

Defining the boundaries of North Philadelphia as from Spring Garden to Lehigh Avenue, and from the Schuykill River to Front Street, we have the following facts about the area:

Homes are three times more likely to be deteriorated in North Philadelphia than in the rest of the city.

Sixty-three percent of the homes are tenant-occupied; 62% are owner-occupied in the city as a whole.

There are 61.7 housing units per acre in North Philly, 38 units per acre in the city as a whole.

The population density is 186.3 persons per acre as compared to 82.4 for the city. In one thirty-block area in North Philadelphia, 80,000 people live (with one playground). This is a larger population than that of Pennsylvania's capital, Harrisburg.

In metropolitan Philadelphia, the unemployment rate is 2.8%; in North Philly it is 11.6%. Among the 16-19 age range, 27% of those who are out of school are also out of work. Of those unemployed, 70% are school dropouts.

Thirty-four percent of the heads of households in North Philly earn less than $60 a week. Fifty-seven percent of the people are active public assistance recipents.

A study of North Philadelphia limited to the boundaries of Vine Street to Lehigh Avenue and Broad Street to Fairmount Park showed that the infant mortality rate was triple that of Northeast Philadelphia, and 50% higher than that of the city as a whole.

In light of these facts, it is not surprising to learn that 26% of all juveniles in North Philadelphia have records of contact with the police (Crime Commission, pg. 10).

Studying the environmental conditions in which the majority of the gang members live, the Crime Commission concluded that there was a direct cause and effect relationship "between the economic and social conditions found in sections of Philadelphia and the presence of gang violence in these sections" (Crime Commission, pg. 35). Further, the commission felt that gang killings, though almost never motivated by race hatred as such, appear "to be by-products of problems arising out of years of racial discrimination. The effect of prejudice is ... a contributing factor to the violence."(Crime Commission, pg. 35)

The report of the Crime Commission does not go into a psychological appraisal of gang members as does Yablonsky. It simply states that the gang fulfills certain psychological and emotional needs of youth and therefore perpetuates itself. The Commission believes the gang member has very little self-esteem and is therefore little concerned with personal safety. In defining the gang member's needs, the Commission mentions status, recognition, a sense of belonging, and security (Crime Commission, pg. 6).

Territorial possessiveness ("my turf") is a prominent feature of gangs because it fulfills many of these needs: (1) the domination of a turf area is a concrete personal accomplishment that contributes to a sense of identity (other

concrete accomplishments, particularly those acceptable by society's standards are few); (2) the turf provides a sense of belonging, something gang members don't feel in the community at large; and (3) since materially they possess very little, control of a turf area is a substitute way of securing status-- again, a feeling of worth (Crime Commission, pg. 7).

The Crime Commission found that these needs are "derived from conditions for which they (gang members) are no more responsible than they are for the family into which they were born" (Crime Commission, pg. 6).

In summary, the Crime Commission feels the causes of gangs - some of which have been mentioned-- are many and complex:

> They are rooted in the disorganized family life; in the widespread unemployment and underemployment; in the intolerable housing conditions; in the accumulated effects of years of discrimination; in the sparsity of recreational and constructive leisure time activities; in the inadequacy of public and private services to disadvantaged people; in the shortcomings of the educational system; in the weakness of the criminal justice system from arrest through after-care; and in the failure of government at all levels to offer the commitment, leadership, and resources necessary to make urban life pleasant, hopeful, clean and safe for many, many people (Crime Commission, pg. 37).

Section D: Gang Activity and the Law

What happens to a gang member, or any juvenile (a person under 18 years of age) for that matter, who gets in trouble with the law in Philadelphia? The following provides a general answer to that question.

If a juvenile is apprehended by a police officer, he is taken to the police district headquarters for the area in which he was apprehended. The juvenile's parents are notified. An officer of the Juvenile Aid Division of the Police Department (J.A.D. Officer) is assigned to the case*, and he makes an immediate investigation, speaking with the complainant, witnesses and the officer who picked up the juvenile.

If, after the investigation, the J.A.D. Officer feels the juvenile should be arrested, formal charges are made and recorded.

If, on the other hand, the J.A.D. Officer thinks an arrest is not warranted, he orders a "remedial," which means that the juvenile is not charged for any unlawful act and is let go. A report describing the essentials of the "remedial" is written and filed at the Juvenile Aid Division Headquarters.

If the juvenile is arrested, the J.A.D. Officer calls the Youth Study Center and speaks to the Probation Officer on duty. (A Probation Officer is a court official of the Juvenile Division of the Family Division of the Common Pleas Court.) After hearing the reasons for the juvenile's arrest and completing a quick check (to see if the juvenile has a record on file, if there is a bench warrant out for his arrest, if he is on the run-away list, etc.), the Probation Officer makes a decision of either "Release" or "Hold."

If the decision is Release, the juvenile is released from district headquarters to his parents with the understanding

*If the case involves a homicide, then an officer from the homicide division is assigned, not a J.A.D. officer.

that they must appear for an Intake Interview at the Youth Study Center the next morning. If the decision is Hold, the juvenile is taken to the Youth Study Center and detained there until the interview.

The interview is conducted by a Probation Officer called an Intake Interviewer. After reading the report of the J.A.D. officer and speaking with the juvenile, his parents, and a J.A.D. liaison officer who is familiar with the case, the Interviewer either adjusts the case (dismisses it) or decides that the case should come before a juvenile court judge and makes a ruling of either "Court-Out" or "Court-In".

If the decision is Court-Out, the juvenile is released into the custody of his parents. The parents are given a copy of the petition specifying the alleged charges and are told they will be notified by subpeona when they and their child are to appear for a pre-trial conference.

If the Interviewer's decision is Court-In, then a hearing is arranged for the juvenile before a juvenile court judge usually within 24 hours after the interview. At this hearing, called a Detention Hearing, the judge will dismiss the case, release the juvenile to his parents or detain him until such time a pre-trial conference is held.

If the juvenile is detained, he will stay at the Youth Study Center.*

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*The Youth Study Center admits both boys and girls up to the age of 18 years. When the center is overcrowded, usually 16 and 17 year old boys will be detained at Pennypack House, House of Correction, and 16 and 17 year old girls will be tained at the House of Detention for Women.

At the Center the juvenile attends school, goes to group and individual counseling sessions, participates in recreational activities and does chores.

At the appointed time for the pre-trial conference, the juvenile, his parents and their legal counsel appear before the judge. The purpose of the pre-trial conference is for the judge to determine if he can dispose of the case then and there, or if a Adjudicatory Hearing should be held. If the case involves a homicide and the juvenile in question is 14 years of age or older, the judge might decide the juvenile should be tried as an adult before the Common Pleas Court.

At an Adjudicatory Hearing, the complainant, the prosecutor, witnesses and other persons concerned with the case, appear before the juvenile court judge, as well as the juvenile (the defendant), his parents and their legal counsel. After hearing all the testimony and the lawyers arguments, the judge decides whether the juvenile is "delinquent." If the juvenile is found delinquent, the judge puts him on probation, commits him to an institution, or places him in the hands of the Department of Public Welfare.

Sometimes a judge feels, in light of the evidence placed before him at the Adjudicatory Hearing, that further tests and studies are required to determine the most appropriate place to send the delinquent. If so, the delinquent is detained at the Youth Study Center until such tests and studies are completed.

If the insitution to which the judge orders the juvenile committed is full, the juvenile may be detained at the Youth

Study Center until there is an opening at the institution selected by the judge. To insure that a delinquent is not detained at the Youth Study Center longer than is necessary, a court hearing is usually held every thirty days to review the reasons for detention and to take appropriate action.

Once at an institution, a boy stays, on the average, from six months to a year. The judge may have set a minimum amount of time to be spent, but the institution determines if the boy is ready to return once that time is up. Thus, the boy will stay as long as the institution feels necessary. Most institutions have a program which involves both schooling and work. Some institutions work on a merit system. A boy is given points for meeting standards for good behavior. After a time, his parents may visit him, and then later, after compiling the appropriate number of points, he is released.

All the institutions are either state-run or state-subsidized. Some of the insitutions are privately owned, others public. Examples of private institutions subsidized by the state are St. Gabriel's Hall, Pennsylvania Junior Republic and Sleighton Farms for Girls. Examples of state institutions are Camp Hill, Youth Development Centers and Forestry Camps.

If a juvenile is tried for homicide in the Common Pleas Court, the prosecutor often asks for conviction on a second degree murder charge. A first-degree murder is premeditated, planned; a second-degree murder is spontaneous, on the spur of a moment. Conviction on a second-degree murder charge carries the penalty of from 10 to 20 years in prison. After

conviction, a boy is sent to a diagnostic center to determine is he should be sent directly to a state penitentiary, or stay at one of the juvenile institutions (usually Camp Hill) until he is 21 and then be transferred to the state pen.

Another serious consequence of getting in trouble with the law is the establishment of a record. Local, state and federal government officials may check into a person's background to determine if he should be hired for a job or be admitted into the Armed Forces. If that person has a juvenile record, it could influence their final decision in a negative way. Also, it is permissible for civilian employers to check with the court to see if a potential employee has a record. Depending on the circumstances, the court may or may not provide the employer with the desired information.

The Crime Commission in its report of July 1969 concludes that "punishment as a consequence of delinquent activity is highly unlikely to result from any particular act (murder is the exception), so that fear of imprisonment is only a slight deterrent to such activity" (Crime Commission, pg. 34). The effect upon one's future seems to be of little consequence as well, since gang members live mainly in the "here and now" with little thought of long-range goals (Yablonsky, pg. 147).

Even a vigorous program of arrest and prosecution would therefore seem to offer little promise of reducing juvenile crime. The search for an answer to the problem always seem to wind back around to the conditions which produce gangs. The underlying causes, not merely the symptoms, must be confronted and eliminated.

Section E: Strategies for Alleviating the Gang Problem

The roots of the gang problem are deep, involving the nature of our society itself. Thus, a thoroughly effective attack on the problem must include a strategy for broad social change. Because that task is so immense, it is important in the interim to develop practical tactics for immediate treatment and control of the violent gang, while at the same time striving for the long range goal of social renovation.

In the 1950's the New York City Youth Board devised a gang-prevention project known as the "detached worker" method (Yablonsky, pg. 238). In this approach a professional, usually a social worker, is assigned to a particular gang. The essential goal of the youthworker is to redirect the gangs from destructive behavior patterns into constructive activities (e.g. in Philadelphia, 12th and Oxford Streets Film Makers Corporation and Young Great Society).

This strategy has been employed by the Philadelphia Welfare Department, Youth Conservation Services, but not extensively enough. A crucial factor in the program is that it must be applied on a saturation basis (at least one worker per gang). In 1969, the department had only enough money to assign youth workers to half the city's gangs. These workers seemed to be effective since only three of the 43 gang killings last year were attributed to gangs with which they were associated (The Evening Bulletin, Sunday, January 11, 1970, Edition J, Section 1, pg. 34).

Although a considerable problem before 1963, New York City has very little violent gang activity now, but observers argue whether this is because of an effective detached worker

program, or because drugs have supplanted violence. Dr. Malcolm Klein, sociologist, feels that the detached worker programs in Boston, Chicago and Los Angeles had negative effects: "The gang worker is so worried about his rapport with the gang members that he sets no limitations on their actions, because he fears losing that rapport" (The Evening Bulletin, Tuesday, July 8, 1969, Edition J, pg. 40). Therefore, in the eyes of the gang members, gang activity seems almost sanctioned by the detached worker. Klein sees an intensive job training and placement program to be the best answer at this time. Such a program cut juvenile crime by 50% in Los Angeles (The Evening Bulletin, Tuesday, July 8, 1969, Edition J. pg. 40).

Lewis Yablonsky feels the detached worker strategy (combination of recreation, job placement and counseling) is appropriate for the "marginal" gang members if the emphasis is upon dealing with individuals and not the gang as a whole. (That is, individual kids need a greater sense of accomplishment, but recognition of the gang as a unit is unwise. Therefore, the gang should not be reinforced by treating it as a entity; treat the boys as individuals, recognizing the gang only as a powerful force in their lives). For "core" gang members, Yablonsky believes a much more intensive approach is needed (induction into a theraputic community structured like "Synanon") (Yablonsky, pp. 237-264).

Another tactic involves tough legislation and stiff enforcement. At the Crime Commission hearings in Philadelphia, Police Commissioner Rizzo suggested making membership in violent gangs illegal and lowering the age a crimminal offender

can be tried as an adult from 18 to 16 years. He also recommended additional probation officers to supervise juveniles more closely and the classification of juvenile delinquents in detention by age and degree of crime. This latter suggestion would increase the chance of rehabilitating early offenders (The Evening Bulletin, Monday, June 23, 1969, Edition J, pg. 14).

District Attorney Arlen Specter asked that thirty additional common pleas judges be hired to close the time gap between crime and trial, that adequate detention facilities for juveniles be provided, and that "one-way juvenile centers" be established in the communities hardest hit by gang violence. The one-way centers would provide recreation, education and job training for interested kids. (Two centers have been established under the name of Safe Streets, Inc.) (The Evening Bulletin, Wednesday, June 25, 1969, Edition J, pg. 26). After the hearings, the Crime Commission made over 48 recommendations for dealing with Philadelphia's gang violence, ranging from expanding the detached worker to improving housing, from speeding up the judicial system to building a new youth study center (Crime Commission, pp. 37-40).

To conclude, while short-range tactical steps are being taken, the need to attack the problem on the broader societal front (governmental and private programs aimed at improving social and economic conditions) must be emphasized. To attack the gang as an isolated problem is clearly not enough: "Although gang activities are decreasing in most American cities, the rate of homicides committed by juveniles is increasing rapidly throughout the country" (Crime Commission, pg. 34). Even the

complete elimination of gangs would not mean the end of serious juvenile violence. The problem, we are forced to conclude, goes far deeper.

SUGGESTED LESSON PLANS

General Remarks

The four lesson plans included in this section represent only one way of presenting this complicated topic to students. The teacher should feel free to alter any part of the plans or to develop completely new lessons to meet his individual objectives and his students' needs.

The overall objective of these plans is to increase student understanding of violent juvenile gangs. An attempt is made to answer four central questions. First, what personal needs does membership in a violent gang fulfill? Second, what risks does membership in a gang entail? Third, are there other ways to fulfill the personal needs which gang membership fulfills? And fourth, how do prejudice and discrimination contribute to the formation of violent gangs?

In developing these lessons, we recognized that one cannot legislate the feelings of students nor impose one's values on them. For some students, gangs are not a problem. They are a solution to a problem. The teacher may have a very strong hope, as does the author, that potential gang members in his class will not join gangs, and that those who are already members will drift away from them. The best chance of fulfilling this hope is for the teacher to present the facts in a straight forward, unbiased way, and to make it clear that the decision to join or to stay out of a gang is a decision, and that it is the student's to make.

The stimulus in the first lesson, "An Introductory Examination of Gangs," is a game in which teams of students

compete in filling out two questionnaires. The first questionnaire asks for some basic facts about gangs in Philadelphia (number of gangs, number of members, name of leader, etc.). The second requires more interpretation (needs which gang membership fulfills).

We refer to the game as a stimulus because its purpose is to stimulate genuine involvement in a discussion about the nature of gangs. It is crucial during this discussion that the teacher remain open to comments he disagrees with. For example, a student might say he feels gang life is the only way to prove that he is a man. If the teacher ridicules or berates the student for this, it will simply harden the student's belief. The point is to encourage students to examine their feelings. The teacher's role is to establish an accepting atmosphere, one in which students can express their feelings and reason with each other.

The first lesson proceeds from the assumption, then, that if gangs did not offer something to certain kids, they would not exist. The lesson attempts to get students to identify the needs which gangs fulfill and to raise some preliminary questions as to the risks involved.

The second lesson, "The Risks of Gang Participation", details the risks of gang membership and asks if these risks are worth the benefits derived. Serious injury and homicide rates of gang and non-gang members between the ages of 12 and 22 are compared. The risk of jeopardizing one's employment future by getting in trouble with the law is also discussed. The lesson is summarized through a story about an ex-gang member named "Fatback".

Some students may readily admit that gangs are risky, but say that there simply aren't any other ways of fulfilling the same needs. The third lesson, "Alternatives to Gangs," is designed to involve students in discovering or developing alternatives for themselves. They make a directory of community agencies which provide alternatives, and if these aren't sufficient, students may take action along lines suggested in the lesson.

In the last lesson, developed and written primarily by Daniel S. Cheever, students examine the role prejudice and discrimination have had in producing gangs. The title of the lesson is "The Relationship of Prejudice and Discrimination to Gangs." Students begin by defining prejudice and discrimination and discussing why people are prejudiced. They read a case study entitled "Community Hatred," conduct their own poll of student prejudice, and see a film on the subject. They then begin to relate prejudice and discrimination to violent gangs.

Although "The Relationship of Prejudice and Discrimination to Gangs" is designated Lesson #4, it need not be the last lesson. A teacher might schedule it after Lesson #1. If the homework outlined at the end of Lesson #2 were assigned, Lesson #4 would be a good follow-up. The teacher should use Lesson #4 at the point in his class where he feels it would be most appropriate.

The lesson plans have been written with both junior high and high school students in mind. Some teachers feel that students would have to be of at least high school age to really understand the fourth lesson. Others feel strongly that the issues of prejudice and discrimination should be raised at the junior high level and that the students will understand the material. We leave the choice to the individual teacher.

If the lessons plans are used in their entirety, the unit will last between three and six weeks.

Different motives will prompt different teachers to take up the gang problem with their students. Whatever his objectives, each teacher should give his students a clear rationale for studying gangs before launching into the lessons.

Some teachers may relate the unit to their current events program. Making a full day's study of one violent gang incident might arouse interest in a deeper study of the topic.

Other teachers may want to work the gang unit into a study of prejudice, discrimination, and their effects.

Other classes may include gangs in their study of big city problems. One teacher began the unit by writing 5 problems on the board (abandoned cars, gangs, vacant houses, drugs, and air pollution) and asked the students to rank the problems, from the one which concerned them most to the one which concerned them least. Gangs won hands down, and he began the unit with the students already behind him.

At some point in his rationale, the teacher should explain that the main objective of the unit is to help students understand the needs which gangs fulfill, weigh the benefits and risks of gang participation, and to consider some alternatives to gangs.

The teacher should also make it clear that the unit concerns violent gangs, gangs in which fighting is the main activity. It does not deal with social gangs, or social "clubs," which are groups that get together to throw parties and participate in other socially constructive activities. Nor does it deal with gangs that are organized mainly to steal. The violent gang's central purpose is not to rob, though it sometimes does, or to have parties, though it may, but to commit violent acts.

To take advantage of the anticipation that can build up overnight, the teacher will probably want to announce the unit and give his rationale the day before he begins the first lesson.

Lesson #1: An Introductory Examination of Gangs

Objectives

1. To establish some basic facts about gangs in Philadelphia
2. To stimulate thought and discussion about gangs
3. To give students some experience in working in groups on a cognitive project

Materials

1. Worksheet #1 (p. 51), one per student
2. Worksheet #2 (p. 52), one per group

Synopsis of Lesson

The class begins with a group competition based on two worksheets which ask questions about gangs. Then the factual questions are answered by the teacher, and the students correct their own questionnaires. The class discusses the reasons kids join gangs (the needs that are fulfilled). The lesson closes by asking whether the gang is the best way to meet those needs.

Estimated Time for Completion

One class period

Suggested Procedure

A. The group competition
   1. Before the students enter the room, arrange the desks in groups of four, with a card at each group of desks specifying the group's number (1, 2, 3 etc.) and the names of students in the group. How students are to be grouped is dependent upon the needs of the teacher: Should discipline problems be scattered or grouped together?

Should academically weak students be paired with academically strong students? In any event, the sexes should be fairly evenly divided because the boys generally know more about gangs than the girls.

2. After the students have been seated, announce that the class is going to play a game in which all the groups are going to compete with each other. The object of the game is to see how much the students know about gangs and what they think about them. Hand out worksheet #1 and ask each student to print his name and group number in the top left hand corner of the sheet. Then read the directions and have them begin. Note that there is a three minute time limit for the first worksheet. Give or take a minute depending on how the kids are doing. The teacher can build suspense and involvement by announcing the remaining time periodically--two minutes, one minute, thirty seconds, fifteen seconds, ten, nine, eight....
3. To minimize delay, the teacher should distribute worksheet #2 to each group while the students are still filling out worksheet #1. When time is up for worksheet #1 and the students have laid down their pencils, then the directions for worksheet #2 should be read. After the reading, the students begin; the teacher calls time for each question. When time is up for worksheet #2, it should be

collected and students asked to put their desks back in rows. Each student should still have his copy of worksheet #1.

B. Reviewing the questionnaires

1. The teacher announces that each student will grade his own worksheet #1 and that the teacher will grade worksheet #2 and let the class know the results of the contest the next day.

2. Correct answers for Worksheet #1: 1.(b) 53
2. (a) 3,000 3. (c) 18-23 yrs. old 4. (T)
5. (T) 6. (T) 7. (T) 8. (T) 9. (F) 10. (T)

a) Questions 1 and 2 are designed to clear up some misconceptions students often have about gangs: (1) that they number in the hundreds, and (2) that total membership is much more than 3,000. These figures are based on police records. Some students may question their accuracy, but police records seem to contain the most objective data available. The teacher may want to elaborate on these answers. In relation to question 1, the teacher may note that police divide gangs into three categories: dormant, sporadic and active (for definitions, see "Background Information on Gangs," Section B). In addition to the 53 active gangs, there are 22 sporadic gangs. Concerning question 2, the teacher may point out that of the 200,000 males in Philadelphia between the ages of 12-23, 85,000 are black. Two thousand seven hundred

of these are gang members. Therefore, 90% of all gang members are black. This latter point brings up the question of why gangs in Philly are mostly black, which leads to the complicated issues of prejudice and discrimination. Rather than deal with these issues at this point, the teacher may want to refrain from calling the racial composition of gangs to the students' attention until the implications of these figures can be more fully analyzed in the lesson on "The Relationship of Prejudice and Discrimination to Gangs."

b) The remaining questions have been constructed with two things in mind: one, to pick some questions the kids can probably answer correctly (#4, 6) so that the questionnaire and the beginning of the unit will not be a "put-down" experience; and two, to stimulate the students to begin thinking about the motives of gang members (e.g., to feel like "big men") and the risks gang members are taking (e.g., jeopardizing one's chances of getting a good job). Questions 5, 8, 9, and 10 have been designed to achieve this latter objective. The teacher should not give definitive answers to these questions since the lack of hard data leave the questions open. However, the students certainly have an opinion and the teacher should solicit it and see if the

class can come to a consensus (the answers given in B.2 of this lesson plan for these questions are the answers most agreed on by students).

Some students may choose b as the answer to question 3. It might be good to duplicate the chart on pg. 19 which shows that they are not too far from wrong, and that, in fact, there are more 17 year olds in gangs than any other age group. However, taking the five year span of 18-23, more gang members fall within that category than the two year span of 15-17.

On question 7, the teacher may get some argument from girls who insist that there are girl gangs. According to police records, such is not the case. In 1969, five girls beat and stabbed another girl to death. But these five girls were walking with their boyfriends, who were gang members. The girls did not have a separate gang of their own; nor were they really members of the boys' gang.

c) When the review of Worksheet #1 is complete, ask the students to write the number of correct answers in the top right hand corner and hand the sheet in.

3. Worksheet #2

a) There is no need to go over question #1, mainly because it will be too time consuming. Just

mention that you have a list of the gangs in Philadelphia (Appendix 4) and that you will check their answers overnight and give them one point for each gang name they get correctly.

b) The remainder of the period should be spent on the second question: "Why would a boy want to join a gang?" Explain to the students that there is no right answer, that you will give a point for each good reason they give on the questionnaire. You will arrive at total group figures by adding the individual scores of a group of Worksheet #1 to the group score of Worksheet #2. The winning group will be announced at the next class session.

1) As the students list the reasons they gave, write them on the blackboard. Examples students have given include the following: "to have some one back you up." "To be hip." "To be well known." "To feel powerful." "To prove you have heart." "To hurt someone." "For rep." "To do something exciting--to have fun."

2) A number of the items on the blackboard probably say the same thing but in different ways. The teacher should try to group the various reasons into categories of basic needs. The following categories

cover all the reasons normally given: (1) the need to protect oneself; (2) the need to associate with other people; (3) the need to be stimulated, "to do something exciting - to have fun." and (4) the need for a feeling of self-worth. Given gang norms, the following progression seems to lead to a feeling of self-worth: violent acts--"To hurt someone"--gives you a feeling of power over others, shows you have "heart", establishes your "rep", gives you notoriety, which means "success" according to gang values and thereby gives one feelings of worth.

3) The teacher should conclude the lesson by raising the question whether these needs are best met for most kids in the structure of the gang. How effective a form of protection are gangs? Do gang members put themselves in greater physical jeopardy than boys who do not join gangs? Are there safer ways of fulfilling the needs for association, for self-worth and for stimulation than participating in a violent gang? Do those "safe ways" in fact meet the needs as fully as participation in gangs? An attempt to answer these questions will be made in succeeding lessons.

An Introductory Examination of Gangs

Worksheet #1

My Name is: _____

My Group Number is: _____

Directions: You will be given three minutes to answer the questions below. You will receive one point for each correct answer. Each correct answer will help your team win. You may give help or take help from members on your team. Good luck!

Multiple Choice: Write the letters for the answers you think correct in the spaces at the right.

1. How many active gangs are there in Philadelphia
   (a) 10 (b) 53 (c) 100 (d) 135 ____

2. There are approximately 200,000 males in Philadelphia between the ages of 12 and 23. How many of these males are in gangs? (a) 3,000
   (b) 10,000 (c) 40,000 (d) 95,000 ____

3. The largest number of kids in gangs are
   (a) 12-14 yrs. old (b) 15-17 yrs. old
   (c) 18-23 yrs. old (d) over 23 yrs. old ____

True or False: If a statement is true, put a T in the space at the right; if a statement is false, put a F in the space at the right.

4. The leader of a gang is often called a "runner." ____

5. The way to be a "success" in a gang is to talk big and support the talk with violent action. ____

6. "Old heads" are members that have been in a gang a long time and are usually over 18 years of age. ____

7. There are no real girl gangs, but girls sometimes help the boys by carrying their weapons. ____

8. Many gang members feel they are "big men" by beating up people. ____

9. Gang members usually get good jobs and earn good money when they are adults. ____

10. Many gang members are nowhere at home or at school. ____

An Introductory Examination of Gangs

Worksheet #2

Our Names are:_____

Our Group Number is:_____

Directions: There are two questions on this sheet. You are competing against the other teams in the classroom, so try to answer the questions as best you can. Appoint one member of your team as writer. The rest of you must tell him what to write. If you run out of room, write on the back side of this sheet. The teacher will tell you when to start and stop each question. Good luck!

1. Write down the names of as many Philadelphia gangs as you can think of (two minutes).

2. Why would a boy want to join a gang? Write down as many reasons as you can (two minutes).

Lesson #2: The Risks of Gang Participation

Objectives

1. To bring students to recognize the risks of gang membership
2. To improve listening and reading comprehension skills

Materials

1. Copies of Worksheet #1: "Chart on Deaths/Injuries as Related to Gangs," one per student
2. Flowchart #1: "General Process from Arrest to Disposition for Juveniles"
3. Copies of "Fatback," one per student (copies to be made from the story included here)
4. One tape recorder
5. "Fatback" audio tape (to be made by the teacher from the story)
6. Copies of Worksheet #2: "Fatback Questionaire," one per student

Synopsis of Lesson

The teacher begins by raising a question the students were asked to think about overnight: Are gangs an effective means of protection? That is, does a gang member run less or more of a risk of death or injury than a non-gang member? Students are given police statistics for 1969 and are asked to draw their own conclusions. The remainder of the lesson explores another risk: the risk of incurring a juvenile record that

could jeopardize one's chances of getting a good job. A flowchart traces what happens to a juvenile from the point of arrest to disposition. A tape recording of the experiences of "Fatback", a Philadelphia gang member who gets into trouble with the law, dramatizes and sums up the risks. Students complete a worksheet on the central points Fatback makes.

Estimated Time for Completion

Two to three class periods

Suggested Procedure

A. Introducing the lesson

1. The teacher recalls that in the previous lesson some students said that gangs fulfill the need for protection. But do they really? Is it safer to be a gang member or a non-gang member? What are the risks of gang participation? The purpose of this lesson is to try to answer these questions.

B. The risk of bodily harm*

1. Pass out Worksheet #1, entitled "Chart on Deaths/Injuries as Related to Gangs."
2. Start by stating that one risk an individual takes by being in a gang is receiving a serious or even fatal injury. Read the following statistics, which relate to injury and death inflicted by gang members upon gang members in 1969, and ask the students to fill in the appropriate boxes on their worksheet.

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*See Appendix 2, "The Bopping Game". It could be used before Worksheet #1 is introduced.

a) gang members killed: 27.

b) gang members hospitalized with injuries not resulting in death: 93 treated for bullet wounds, 108 for knife wounds, and 12 for wounds inflicted by beatings. (Undoubtably, many more beatings occur, but are not on police records because victims are not hopitalized or police are simply not notified.)

3. The students might now ask, "What about the kids not in gangs - don't gang members go after them? Don't non-gang members get hurt more than gang members?" Read the statistics below, which relate to injury and death inflicted by gang members on non-gang members in 1969, and ask the students to fill in the appropriate boxes on their worksheet.

a) non-gang members killed: 9 (Note: The statistics concerning death and injury of gang members included only persons 23 years old or younger. To make the comparsion relevant, the non-gang members' statisitics must deal with the same age group. Only nine non-gang members 23 years old or younger were killed by gang members. Another seven persons were killed by gang members, but their ages ranged from 37 to 79. Obviously, gang members did not attack these older persons just because they did not belong to their gangs. Therefore, the statistic

dealing with the older people is not included in the total non-gang member fatalities.)

b) non-gang members hopitalized with injuries not resulting in death: 27 treated for bullet wounds, 22 for knife wounds and 5 for wounds inflicted by beatings (Note: The figures for injured gang members included only persons 23 years old or below. However, the figures for injured non-gang members includes all age groups, because a break-down was not available. One must assume that the figures for non-gang members would be lower if only persons 23 years old or younger were included.)

4. Ask the students to total the number of non-fatal injuries incurred first by gang members (213), then by non-gang members (54), and enter the answers in the bottom two boxes. Ask them to study the data on their worksheet and then answer the True/False question. It should be clear to the students that the answer is True. They should realize at this point that although non-gang members might be harassed (threatened, shaken down for money, beaten) by gang members as much or more than gang members harass other gang members, there is no question that being a gang member is far more dangerous than being a non-gang member.

C. The occupational risk

1. One way gangs place a person's future in jeopardy is by exposing him to physical attack. A second way is by increasing his chances of "getting a record." A juvenile record could restrict a person's choice of jobs.

a) Ask the students to give you examples of local, state and federal government jobs (examples: policeman, fireman, court clerk, case-worker, highway patrolman, prison guard, city recreation supervisor, member of the F.B.I., Peace Corps Volunteer, postman, Vista Volunteer, member of any of the branches of the U.S. Armed Forces). List their answers on the blackboard. In 1968, governmental sources employed 12,342,000 people (out of a total employed working force of 75,920,000 people). For many government jobs it is necessary to investigate a potential employee's background. If, upon checking with the proper court officials, it is discovered that a potential employee was at one time found "delinguent" for such charges as assault and battery or larceny, as many gang members are, then that person's chances of being hired are certainly not as good as if he had no juvenile record at all.

b) A majority of job application forms ask the

applicant whether he has ever been arrested and, if so, for what. A record of arrest might give an employer second thoughts about hiring the applicant. He will probably require a number of personal references to ensure that the applicant is currently in good standing. Though the general contents of a juvenile's file are not nearly so accessible to a private employer as a government representative, it is possible under certain circumstances (e.g., an employer has reason to suspect that an applicant has been arrested at one time, but the applicant did not put this down on his form) to obtain information from court officials.

2. How does a boy in a gang get a record and what happens to him when he gets in trouble with the law?
Hand out to each student one copy of Flowchart #1: "General Process from Arrest to Disposition for Juveniles." This chart traces what can happen to a juvenile from the point of arrest until his case is disposed of by a juvenile court judge. Explain to the students that a boy in a gang will get a record if he is arrested for any illegal act. Then, go over the flowchart with the students until they have an understanding of the sequence of events after arrest. It is imperative that the teacher read Section D in "For the Teacher: Background Information on Gangs." pages 28-33, in order to gain the knowledge to explain

the process. The process is complicated, but there is no way to simplify it further and still give an accurate picture. The following are a few additional notes:

a) What is the difference between the terms "dismiss" and "dispose"? The purpose of the Intake Interview is to screen out cases that are not serious enough to require a court hearing. The probation officer in charge of the interview may dismiss a case (which could be overruled by the District Attorney's office), but he does not have the power to dispose of a case. A case may be disposed of through dismissal (the court refers to it as a discharge), or through committing a juvenile to an institution, placing him in the hands of the City Department of Public Welfare, placing him on probation -- decisions that only a judge is authorized to make.

b) Why is it that if an Interviewer recommends a "Court-In" the juvenile must come before a judge within 48 hours, but if the Interviewer rules "Court-Out", the juvenile does not come before a judge until the Pre-Trial Conference? The Interviewer does not have the authority to detain a juvenile for more than 48 hours after the interview. If he feels circumstances require that the juvenile be detained for a longer period, a judicial decision is necessary. This is to protect the juvenile from

unnecessary detention. A Court-Out ruling relcases the juvenile into the custody of his parents and does not involve detention. Therefore, an immediate court hearing is not required.

c) What is the difference between a Pre-Trial Conference and an Adjudicatory Hearing? Unless a case involves a very serious charge like homocide, at the Pre-Trial Conference the complainant, the prosecutor and witnesses do not have to appear before the judge. If at the Pre-Trial Conference the judge, with only the defendant, his parents, their legal counsel and the relevant reports before him, feels he needs more information to dispose of the case, then he will call for an Adjudicatory Hearing. For this hearing, he will summon the complainant, the prosecutor, witnesses and other persons concerned with the case, in addition to the defendant, his parents and their legal counsel.

d) Why isn't the term "Trial" used instead of "Adjudicatory Hearing"? Why is a juvenile "adjudicated delinquent" instead of being "found guilty of committing a crime"? Why is a juvenile adjudicated delinquent referred to as a "delinquent" rather than a "criminal" or "convict"? The juvenile court was established to protect child offenders from the condemnation of a criminal conviction. Its purpose is to take juvenile offenders out of hands of the criminal courts set up to deal with

adults on a penal basis and place them under the jurisdiction of a court set up to deal with children on a social treatment basis. The juvenile court is considered non-criminal in nature. In order to distinquish between the juvenile court and the criminal courts, special terminology has developed like that cited above.

e) For additional information, the following book might be helpful: Crime and Juvenile Delinquency by Sol Rubin (New York: Oceana Publications, Inc., 1961).

3. Have a fellow teacher, a student, or an acquaintance rehearse the "Fatback" story included on pages 67-71 and make a tape recording of it. At several points in the story the reader will come to a set of paratheses which include a choice of several words. The purpose of these multiple choice items will be made clear in the directions below. The reader, playing Fatback, should read only the correct choices: 19, two, trolley, wine, lonely, flunked, stabbed, wrong. The tape is included for a touch of drama and a change of pace. Because it is also intended to give students practice in careful reading and listening, the taped reading should be done slowly enough to enable students to follow along on their own copies. The rest of the directions in this section are based on the assumption that the teacher is using the tape. If for some reason the teacher cannot use a tape, the teacher should read

the story himself and adapt the directions accordingly.

a) Hand out copies of "Fatback" and tell the class you are going to play them a tape of Fatback telling his own story. Tell them that Fatback is a former member of a Philadelphia gang (which one is unknown) and that on the tape he recalls his teenage years. Students should listen carefully because Fatback covers most of the points already made in the lesson: the risk of physical harm, how a gang member gets in trouble with the law, what getting sent to an institution means, and how a juvenile record can hurt a person's chances of getting a good job.

b) Ask the students to read along as Fatback talks, and when they come to a multiple choice item, to circle the word that Fatback uses. Give them an example: Play the tape down to the first choice, stop it, and ask which is the correct word. Then start the tape again and let it play through until the end.

4. Hand out Worksheet #2 and have the students complete it. When they have finished, review the multiple choice items in the reading. (If it is necessary to use the same copies of "Fatback" with several classes, have the students erase their circles as each item is checked.)

As the class discusses each answer on Worksheet #2, have each student correct his own paper (Answers: 1.(b) 2.(b) 3.(c) 4.(c) 5.(d) 6.(d) 7.(a) 8.(d)). Point out where each answer may be found in the reading. The essay question is not to be marked. It is included on the worksheet only to stimulate thought and discussion. Students should feel free to express any opinion they have. One thing they commonly agree on is that the purpose of life is to live. This sometimes leads to questioning about war, with some students taking the position that for some to live others must die. Is a purpose of life, ironically, to reduce life? Why do we resort to killing to resolve certain problems? Is there anything wrong with killing to resolve conflict? Is killing necessary? Does it make sense?

D. Summary

1. To set up the next lesson, "Alternatives to Gangs," the teacher may want to summarize the first two lessons. Students have listed a number of reasons why kids join gangs, including needs for protection, association, feelings of worth, and stimulation. Statistical evidence indicates that gangs are ineffective at protecting their members. In fact, gangs make things more dangerous for their members. It is much safer to be a non-member. In addition

to the risk of injury or death, there is the risk of getting a record and thereby restricting one's opportunities for obtaining a good job. The third lesson raises the question, "Are there safer, better ways of fulfilling the needs of association, stimulation, and feelings of worth?" The class will find its own answers.

E. Suggested Assignment: Classwork or Homework

1. Ask students to write at least half a page on Fatback's statement that gang fighting "don't lead nowhere." What does Fatback mean by this? Why does he think as he does? Do you agree or disagree? Why?
2. If your students are mature and able enough to get into deeper questions, give them the rest of Fatback's statement as well: "...it don't lead nowhere and blacks killing blacks is not cool, not cool at all. We got to help each other, not hurt each other." This raises questions and hints at answers involved in the lesson on "The Relationship of Prejudice and Discrimination to Gangs." Serious problems with violent gangs have been characteristic of minority group populations in the urban setting. Why? Fatback's "We got to help each other not hurt each other" suggests one method of coping with discrimination - the unification of black people for their own constructive ends (see the cartoon "Some Ways by which People Defend Themselves Against Prejudice" at the end of Appendix 6).

The Risks of Gang Participation

Worksheet #1: Chart on Deaths/Injuries as Related to Gangs

Directions: As the teacher reads the statistics dealing with death and injury to gang and non-gang members, please fill in the appropriate boxes. After the teacher has finished reading the statistics, add up the number of injuries (not killed) for both columns and write the totals in the bottom two boxes. Compare the two columns and then answer the question below.

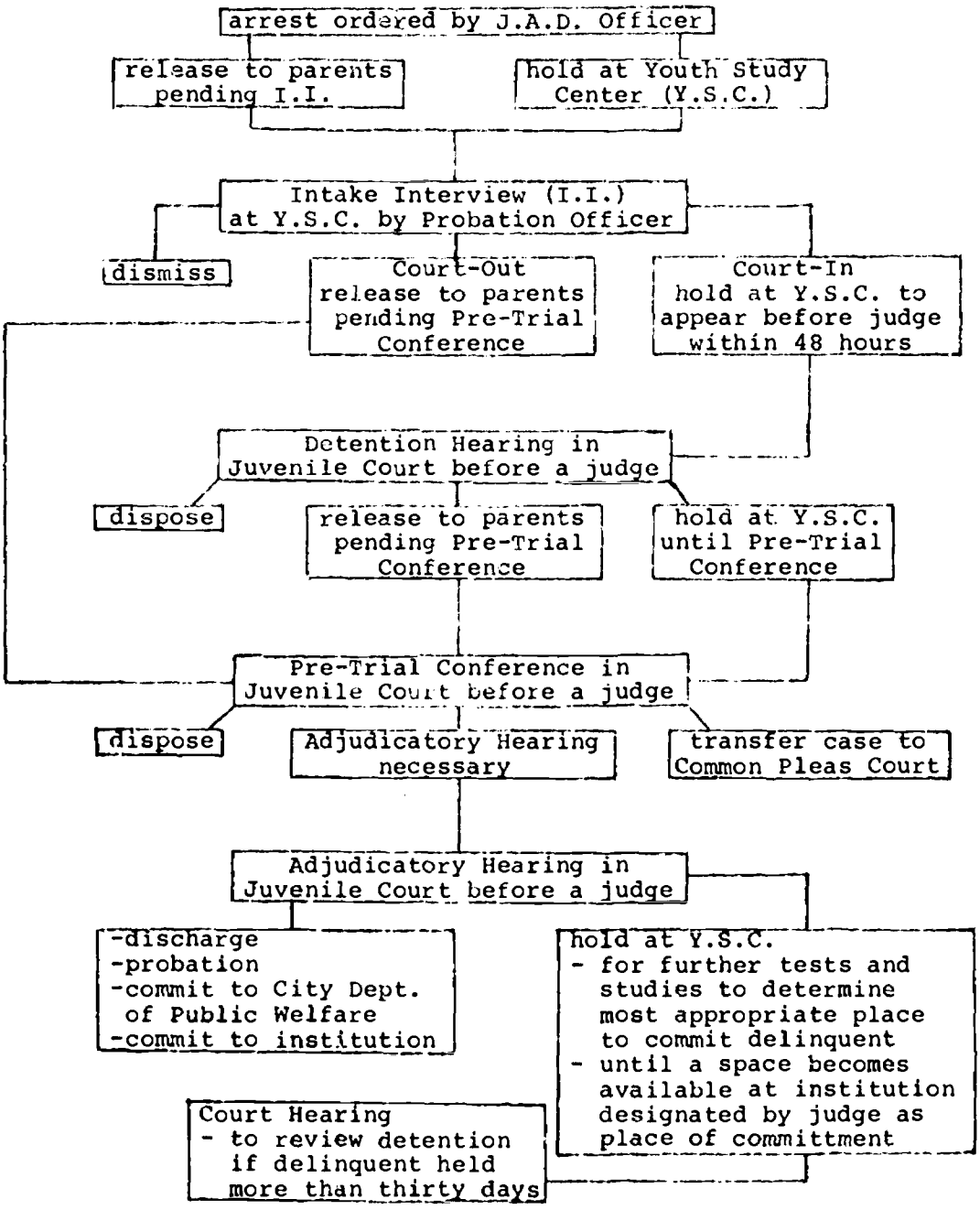
	Gang Members	Non-Gang Members
Persons Killed		
Persons Shot (not killed)		
Persons Stabbed (not killed)		
Persons Beat-up (not killed)		
Total Persons (not killed)		

****

True or False (circle correct word): The risk of injury or even death is much higher for persons in a gang than persons not in a gang.

The Risks of Gang Participation

Flowchart #1: General Process from Arrest to Disposition for Juveniles



Directions: As you hear the story, read along. When you come to a multiple word choice like (bus, trolley, subway) circle the word which Fatback uses.

"Fatback"

Call me Fatback; just leave it at that. Boys on the corner started calling me that when I was 11, not just because I was big, but because I looked like an Old Head in the gang with the same name.

Anyhow, I am (17/18/19) now and I want you to listen to me, you dig, listen to me a couple of minutes. They asked me to tell you something about my life--the gang, the cops, the study center and those kinds of places.

I hung with some of the corner boys when I was 11, but I didn't get into it until a year later. I was called a Midget. We had our own runner, Critter, and I was Warlord, but when we were going duckin' we walked as a whole gang: Midgets, Young boys and Old Heads.

The first time I got in trouble with the cops was when about fifteen of us was feelin' bored and wanted some action. We split into (one, two, three) groups, one on each side of the street and ripped off car aerials, just goin' down the line, rippin' 'em off. By the end of the block we had about 25 aerials. All of a sudden we saw a cop car come around the corner and, man, we dropped those aerials and split. Me and six other guys didn't get away. I had sprained my ankle a day or two before and wasn't as fast like I usually was.

Anyhow, we got hauled down to the Youth Study Center. The cops told this dude what we done and they called our parents. They let me go because they never had got me before and anyhow, the cops couldn't say they really saw me rip off an aerial.

Mom was crying mad; it took a long time to make it home on the (bus, trolley, subway). They let another guy loose, too, but Critter and three of the boys had to go to a court hearing. They couldn't prove nothing and the judge let them go, too.

From the time I was about 12 until I was about 14 I did a lot of fighting and got a good rep. Critter was the only guy in our division that could mess me up in a fair one.

I worked in a grocery store part-time, but sometimes when we needed extra money to buy some (smokes, wine, food), a few of us would try some purse snatchin'. That's the second time I got in trouble with the law, but this time I was caught in the act and got a record. We saw this old lady walkin' near our corner and we decided to jump her. It turned out Granny was a man, a cop, and he was a strong dude. He slammed me good.

They threw the book at us: attempted theft, assault and battery, etc. The judge said I had to go to Glen Mills. Well, it took about three months for me to get there. Had to stay at the Youth Study Center until they had room for me at Glen Mills. At the center I had to go to school, go to counselling, and do chores and stuff like that. The center was real crowded. I slept on a mattress laid out on the floor part of the time.

I finally got to Glen Mills, and I had to stay there for six months. Wasn't too bad. They had a merit system and you had to earn so many points to have your mom visit you and so many to get out. Sometimes you had to take a lot of stuff from the bigger boys and sometimes you felt really(lonely, mad, happy). I guess I didn't like it very much.

When I did get out they put me back in school in the middle of the year and I was behind, even though I took classes at Glen Mills. I had already flunked seventh grade and, as it turned out, I (flunked, passed) eighth grade, too. I didn't care about school. I was just waitin' for the day when I would be 16 so I could get out.

It finally came and I dropped out. I come to regret it. It was cool for a little while, but then life really got to be a drag--nothing to do. We strutted a lot, messed over some kids, went down on robe and got high on wine. We looked like we were free and having a good time, but inside we knew that even school would be better. We really rided some of our boys that stuck with high school, and we felt big, but I look at 'em now with jobs and making money and me--me always either in jail or on the corner still doing nothing except hustlin' whoever I can.

I tried getting a couple of jobs but I had too many things against me--my record, my age, and no school. I almost got one decent job. I woulda been assistant mail room clerk in a shipping office downtown, making real good. Well, the boss didn't seem to like the fact that I had gotten in trouble with the law and that was it. Some guy who was clean got the job.

When I was 17, I (shot, stabbed, beat-up) a kid. Three days before, this cat named "The Lip" and couple of his boys worked over real bad three of our Midgets because they wouldn't give any money to them. One of our boys had his eye put out.

So, we had a war council, and me, Flatjack, and Fly was picked to track down "The Lip." We found him sitting on a door-step half juiced and we tied into him. Fly slipped me a knife and I gave it to him once. All of a sudden, we heard a bunch of yellin', sirens, and everything and we got out of there. I stopped for a second to look back and saw one of the Lip's boys cap at me. I felt something rip into my back and tear all around inside me like fire and I went down.

I was in the hospital for a month. After that, I was stuck in Pennypack House for a couple of weeks and then they put me on trial for attempted murder--the Lip didn't die. Anyhow, that put me in Camp Hill and I'll probably be here awhile longer. In the hospital and in here, I've been doing a lot of thinkin'. This gang stuff is really crazy. It just don't make no sense. I was just about gone. That bullet went right through me and they told me it missed my spinal cord by a quarter of an inch. That would have been it, baby--either dead or in a wheelchair the rest of my life! Like I said, it's crazy.

Why do I have to go stab a guy or a guy has to shoot me?! Maybe it was the only way I knew how to get respect--you know by being bad, by being the meanest cat in town. I don't know but it doesn't swing for me no more--I've had it. Gangs are cats that don't know what they are doing. They don't have

the sense to see it don't lead nowhere and blacks killing blacks is not cool, not cool at all. We got to help each other not hurt each other.

You may not believe it, but I'm studying hard now. I think I'll have a high school diploma by the time I get out of here. With my diploma and me being a little older, maybe a guy hiring me will see I'm trying and not hold my record too much against me. I don't know.

Well, that's it. Just remember, don't do what Fatback done--it was the (wrong, right) road. I learned the hard way.

The Risks of Gang Participation

Worksheet #2: Fatback Questionaire

Directions: Write the letters of the answers you think are correct in the spaces at the left:

_____ 1. How old was Fatback when he really got into gangs, when he was called a Midget: (a) 11; (b) 12; (c) 13; (d) 14.

_____ 2. The first time Fatback got in trouble with the cops was when he and the boys: (a) were juiced up; (b) were feeling bored and wanted some action; (c) were angry at another gang; (d) none of these.

_____ 3. When Fatback got sent to Glen Mills he (a) liked it; (b) he thought it was easy; (c) he sometimes felt lonely; (d) he hated it.

_____ 4. When Fatback dropped out of school (a) life was cool all the time; (b) he was glad he made the decision to leave school; (c) life really became a drag; (d) none of the above.

_____ 5. His friends that stuck with high school (a) ended up flunking out; (b) ended up hustling people; (c) ended up pushing drugs; (d) ended up getting jobs and making money.

_____ 6. What seemed to be the main reason Fatback did not get the Assistant Mail Clerk job: (a) he was too young; (b) he was too heavy; (c) he was too old; (d) he had gotten into trouble with the law.

_____ 7. Fatback now thinks that gangs are (a) for cats with no sense; (b) great; (c) safe; (d) none of the above.

_____ 8. Fatback seems to be saying: (a) join a gang and stay in school; (b) don't join a gang and don't finish school; (c) join a gang and don't stay in school; (d) don't join a gang and stay in school.

****

On the back of this worksheet, write in 25 words or more what you think the purposes of life are. What are your purposes? What do you want out of life?

Lesson #3: Alternatives to Gangs

Objectives

1. For students to discover organizations within their community that conduct social, recreational and job training activities for youth.
2. For students to learn how to work towards securing and/or improving youth facilities in their neighborhoods.
3. For students to gain a sense of control over their environment.
4. For students to gain pride as a class and to feel an individual sense of accomplishment.

Materials

1. Worksheet #1: Notes for the Directory

Synopsis of Lesson

The students' task is to make up a directory of all the organizations within the area served by their school which provide social, recreational, and employment services for kids. Information is collected from the School-Community Coordinator and/or the Area Youth Worker and from the various organizations whose representatives come in to address the class. The completed directory is presented to the school's principal and the student council for general student use. Problems that may arise in making a directory are discussed.

Estimated Time for Completion

9 - 12 class periods

Suggested Procedure

A. Introducing the lesson

1. The last lesson dealt with the dangers to a person who walks with a gang. It was seen that the need for protection could probably be fulfilled better by staying clear of gangs. But kids have other needs as well, including those pointed out in the first lesson: a need for association with other people; a need to feel important, worthwhile; a need for excitement, stimulation. The purpose of this lesson is to try to discover and record the organizations in the community which have activities that meet these other needs, but in a safer, more constructive way than gangs.

B. Suggesting the idea of a directory

1. Ask the students to take out paper. Each student is to list the places kids can go and ways they can spend their time in the neighborhood without getting involved with gang activities.
2. After the students have made up their individual lists, form them into groups of six with the task of coming up with a group list by eliminating the duplicates on their individual lists.
3. Collect the group lists and read them out loud.
4. After the reading the teacher might say, "You know, this is a pretty good list. I bet the principal would like something like this to put in the library if it was in a little better form. You know, we could make

him a directory or something like that! What do you think!" (The teacher should say to a given class whatever he thinks will stimulate interest in the directory. The preceding is just an example).

5. Solicit ideas about the information the directory should include. For example: name of organization, what it does for kids, cost of activities (if any), location, telephone number, director's name, and how one gets there by public transportation from the school.

6. Ask for suggestions on how to proceed. For example: asking the School Community Coordinator to come in and give the class information about local organizations, asking representatives from community organizations to address the class about what they do, having students telephone or visit a given locations to secure the proper information (after school). Throughout this discussion, the teacher should accept and praise good ideas so students feel they have a real stake in the project.

C. Collecting Information for the directory

1. One of the responsibilities of the School-Community Coordinator is to be familiar with all programs for youth in the community of the school. Have a student ask her to visit the class the day after Part B is complete, to discuss the organizations she is familiar with and to mention the people who would come speak to them if invited. The students are to fill out

copies of Worksheet #1 by taking notes from the Coordinator. (The exact nature of this worksheet is dependent upon the types of things the students desire to know about any organization. Therefore, the teacher might have to delete some categories suggested on the example worksheet attached, and/or add new categories.) An alternative or addition is to invite the Area Youth Worker (see Appendix 5).

2. Between the Coordinator's information and the kids' own knowledge, the class has made a list that is probably accurate, but not complete. For example, in reviewing the worksheets, it might be found that the Coordinator did not provide all of the detailed information required for the directory (e.g. cost of an activity). Where information is incomplete, students should be assigned to obtain the missing data by visiting or calling the organization after school. Telephoning could even be done during class time, with students being excused from class to make their calls.

3. Before the Coordinator's visit, the teacher should obtain a list of the representatives whom the Coordinator intends to suggest as guest speakers. He can prevent difficulties by phoning them to ensure that they will be available during the period projected for this activity. Those who cannot make it should not be suggested by the Community Coordinator. Volunteers should be assigned to contact the others to confirm dates and times for their visits. The teacher may

want to do a little coaching on proper telephone procedures before the volunteer students make their calls.

4. Speakers visit class on successive days. Students ask questions and fill out Worksheet #1. Questions should not be limited to entries on the sheet. For example, a concern of many students is the fact that certain recreation centers are controlled by gangs. Students should feel free to discuss this problem and ask the representative visiting the class what he can do to make his center more accessible.
5. For incentive purposes, it would be worthwhile during this collection period for the teacher to arrange for the principal or a vice-principal to come into class briefly one day and say that he has heard about the directory project, thinks it is a good idea and is looking forward to seeing a completed copy.

D. Putting the Directory together

1. During the collection process, each student filled out Worksheet #1 on each organization presented. Therefore, if between the Coordinator and the speakers, ten organizations are presented, then each student should have ten worksheets. Some of the worksheets were incomplete, and certain students were chosen to track the necessary information down. These students now report to the class what they found, and each student completes his worksheets. When this is done, each student has his own directory.

2. Now the task is to make class directories (made by the whole class) for the principal, the student council, and anyone else to whom the class would like to give a copy.

    a) Ask for volunteers and pick an appropriate number of students for each of the following tasks:

        1) making a cover
        2) making a table of contents
        3) writing an introduction explaining why and how the information was collected
        4) making neat copies of the worksheet for each organization.

    b) Those assigned to produce each item should make enough for all the class copies. The teacher may want to ask students to donate from 1¢ to 10¢ each to buy binders for the directions. The covers designed by the students may be pasted to the binders. Contributing money increases students' sense of having a stake in the project.

E. Presenting the directory

A member of the class should write the principal and the student council president a formal letter inviting them to the classroom for the presentation ceremony. The class should select a representative to make the presentation.

F. Conclusion

1. If the teacher intends to conclude the study of gangs with this lesson, he should remind the class of the main points made in the unit. The class has studied reasons why kids join gangs, the needs which gangs fulfill, the risks of gang participation, and alternatives to gangs. It is up to each student to make his own decision about gangs. In making that decision, he should take into account the facts presented in this unit.

G. A Chronology

The following day-by-day account shows more clearly how the lesson might actually proceed:

Thursday: Individual and group community organization lists are made by the students. The idea of a directory is suggested to the class. The students decide to ask Community Coordinator to come to class the next day and answer questions about organizations on their lists, to inform the class about organizations they may not be aware of, and to suggest people who would speak to the class about the organizations they represent. The teacher anticipates the desire of the class to invite the Coordinator and check with him beforehand (1) to guarantee his availability, and (2) to obtain a list of names of potential speakers. He phones the suggested speakers to ask if they are available the following week, and he gives their replies to the Coordinator.

Friday: The Community Coordinator addr sses the class for most of the period. He lists the potential speakers. To leave the speakers something to say, the Coordinator should refrain from giving much detail about the organizations, even in response to questioning. The teacher announces that the speakers have agreed to come the following week, Monday through Thursday. The teacher asks the class if they want to hear all the speakers, some, or none. The teacher lists on the board all the speakers the class wants to hear. He says that each speaker is expecting a call from a student, verifying the time, room number and date. He asks for volunteers to make the calls.

Weekend: The teacher reads the class lists, and the worksheets filled out by the students when the Coordinator was present. He determines what organizations the students do not have complete data on and makes assignments.

Monday: Students are given their assignments by the teacher. As the first speaker addresses the class, students fill out Worksheet #1.

Tuesday, Wednesday and Thursday: Speakers give their talks. (Depending on the number of speakers and the length of their talks, more than one speaker may have to address the class in a single day.) Students fill out worksheet #1 on each speaker. During this period, students with the assignment of completing data on certain organizations are excused from class for a short time to make their phone calls. The principal comes to the class on Tuesday and confirms the need for a directory. As homework

on Thursday, the teacher asks these volunteers to write sample letters to the principal and student body president inviting them to the class on Tuesday to accept the class directories.

Friday: Students who have been collecting data report to the rest of the class; each student completes his individual directory. Sample invitations to the principal and student body president are read to the class. The students vote for the one they wish to send. Under the teacher's supervision, the class makes any modifications or additions that seem necessary. The letter is sent immediately, with a reply confirmation expected. Donations are collected to purchase binders and the money is given either to the teacher or a student who will have the responsibility of purchasing the binders over the weekend. For a weekend assignment, three volunteers are asked to make sample directory covers, three volunteers are asked to write an introduction explaining why the directory was written and how the information was collected, and one is asked to make a Table of Contents (make an alphabetical listing of the organizations, omitting page numbers until the directory is put together).

Weekend: The teacher reviews the individual directories and makes assignments for the copying of worksheets. Naturally, the teacher checks to be sure that the information he assigns a student to copy for the class directory is complete in the student's individual directory.

Monday: The class votes on the best cover and best introduction submitted by the volunteers. The volunteers whose work is selected immediately set about making as many copies of the cover and introduction as there are class directories. In the meantime, the teacher notifies the students of copying assignments. (Everyone should be copying. If there are thirty kids present and only ten organizations to write about, and it is found that making two class copies will occupy only twenty students, then make three copies--the additional one being for the teacher, a vice-principal, anybody.) The teacher circulates sheets of paper with the typed heading, "Submitted by," and all the students sign them. Each sheet will become the first page of a directory. Collect the recopied worksheets from the students. Monday night, the teacher puts the directories in the binders and fills in the page numbers in the table of contents.

Tuesday: The principal and student body president come to the class and accept the directories. After they are gone, the teacher makes the concluding statement about the unit.

H. Dealing with Problems

1. One of three serious problems may arise. One, that few, if any, organizations which serve kids' needs are located in the community. Two, that organizations are present, but don't seem very satisfactory to the kids. Three, that some of the organizations fall within one gang's turf, and kids from other areas

are frightened away. The following suggestions might be helpful in giving the students a sense that they are at least attempting to solve some of these problems:

a) Problem #1: no organizations

1) Appendix 5 contains a list of private and public organizations that provide community services, including activities for youth. Representatives from some of these organizations may be invited to visit the class to discuss the possibility of establishing new branches in the vicinity of the school. Students can write formal letters to the directors of these organizations, petitioning for service. The Home and School Association should be informed of the students' activity and asked for assistance in persuading various groups to offer services in the community. Letters to "Mr. Fixit" of the Bulletin or "Action Line" of the Inquirer might prove fruitful. Students could write both the city councilman and the state representative from their area concerning the problem. Public officials usually reply, and this repply--though in content not always helpful--can be a source of pride and encouragement for the class.

b) Problem #2: organizations not meeting the kids' needs

1) It is a rare community that has no organizations that have at least the potential to provide needed services to youth. For example, almost every community has churches, but sometimes these institutions are not doing enough to serve the kids. Again, one tactic would be writing letters and asking questions of speakers. The class must take care to find out what the organization <u>does</u> provide so that it doesn't argue for something that already exists. The class must also be clear about what its needs are and how it feels the organization it is criticizing can meet those needs. For example, students may feel a need to have some say in the organization, some power over what it offers them. In this case, they should submit proposals for the kind of activities or facilities they want. Examples: permission to organize and hold their own dance; a crafts program which emphasizes African and Afro-American art; free discussions on current political thought, from conservative to revolutionary;

a library of readings on Africa and the Afro-American; a recreation room which young people alone take care of and supervise. Every avenue of contact should be utilized. For example, when dealing with a church, students should write not only the pastor but the Board of Directors which sets church policy as well. Parents who attend a church should be notified by their children so that they can offer whatever help they see fit. The tactic of boycott might be effective. For an organization to be boycotted by the community which it ostensibly has been set up to serve is a severe blow and might be upsetting enough to bring about the change which the community desires.

c) Problem #3: Fear of utilizing an organization because of the gang threat

1) Sometimes, kids are physically intimidated within the facility (say, a recreation center) itself. A lack of supervision is sometimes to blame, and when this is the case, letters to the proper authorities and parent pressure are appropriate moves. However, even if there is proper supervision inside,

kids can be threatened by gangs outside, as they come and go. Needless to say, there is no easy solution for coping with this. Some mental relief might be found in writing letters to the editors of the Bulletin and Inquirer, providing the reading public with kids' views on the gang problem and how it affects their lives. Educating the public is a beginning move to engender forces to act on the problem.

I. Some Closing Remarks to the Teacher

1. There are opportunities in this lesson for the social studies teacher to collaborate with the students' English teacher. Hopefully, this will be done where possible. The most obvious combined effort can occur when students must write formal letters to persons outside of the school.
2. This lesson is demanding. A great deal of planning is necessary, and the teacher should recognize from the outset how much work is required for the lesson to be successful. If the teacher really commits his energies, however, the benefits realized by the students will make the effort worthwhile.

Alternatives to Gangs

Worksheet #1: Notes for the Directory

Name of Program or Organization_____

Address:_____

Name of Supervisor_____ Tel. No._____

Description of the Youth Activities

_____

_____

_____

_____

_____

Check boxes which describe the needs the above activities fulfill.

- ☐ Doing something with others
- ☐ A feeling of self-worth (you accomplish something)
- ☐ Stimulation (actively doing something)

Cost, if any:_____

Transportation route from school (trolley or bus number, etc.)

_____

_____

_____

_____

Name of student recorder_____

Lesson #4: The Relationship of Prejudice and Discrimination to Gangs

Objectives

1. For students to learn to define, distinguish between, and recognize prejudice and discrimination
2. For students to gain some understanding of why people are prejudiced
3. For students to explore the ways in which discrimination contributes to the development of violent gangs.

Materials

1. Copies of the case study "Community Hatred," reprinted from Urban World magazine, November 15, 1968
2. Worksheet #1: "Confidential Questionnaire"
3. Copies of the cartoon "Do You Know Any Gomars?" reprinted from Prejudice: The Invisible Wall (New York, Scholastic Book Services, 1968)
4. Copies of "The Blind Man," reprinted from Prejudice: The Invisible Wall
5. Copy of the film "The High Wall"
6. One movie projector
7. Optional: Copies of "The Greenies," reprinted from Prejudice: The Invisible Wall
8. Optional: Copies of "Finding the Hidden Part," reprinted from Prejudice: The Invisible Wall
9. Optional: Copies of Dr. Martin Luther King's address at Abbott House, October 29, 1965
10. Optional: Charts or graphs on the social and economic status of the American Negro, either drafted by the teacher or copied from a text, such as The Moynihan Report and the Politics of Controversy, by Lee Rainwater and William Yancey (Cambridge, The M.I.T. Press, 1967); Race and Poverty, by John Kain (Englewood Cliffs, Prentice-Hall, 1969; or from Time Magazine, April 6, 1970.
11. Optional: Copies of the article by John Herbers in The New York Times, Wednesday, February 25, 1970, page 18

Synopsis of Lesson

The teacher opens the lesson by asking the students to define prejudice and discrimination. After this discussion, students read a selection entitled "Community Hatred," a study about an interracial couple moving into an all-white neighborhood. The students then complete some exercises designed to consolidate their understanding of the terms "prejudice" and "discrimination." The teacher shows "The High Wall," a short film which addresses the question, "why are people prejudiced?" The lesson ends with the teacher explaining how prejudice and discrimination are related to the development of violent gangs.

Estimated Time for Completion

Four to six class periods.

A. Definitions of Prejudice and Discrimination

1. Ask students to define "prejudice." List several definitions on the board, then ask the class to combine them into one or to vote on the one definition which seems "best." The end result should be a single definition, agreed upon by most of the class. The teacher should not comment on, or evaluate, any of the definitions; rather, he should ask clarifying questions so the students' own definitions can emerge.
2. Repeat the same procedure for "discrimination."

B. Case Study: "Community Hatred"

1. Read the story "Community Hatred" to the class, or have students read it aloud. At the end, check student understand of the story with such questions as:

    a) What happened to the Baileys?

    b) Why did it happen to them?

    c) Would they have had this trouble if they both were white?

    d) Would they have had this trouble if they both were black?

    e) What would have happened if they had moved into a black neighborhood?

2. Most likely, the class will decide that the community was prejudiced against the Baileys, and displayed that attitude through violent discrimination. Ask students to examine their original definitions of prejudice and discrimination on the board.

    a) Do the definitions explain what happened to the Baileys?

    b) Should we change the definitions?

3. You might point out that "prejudice" stems from 'pre' (meaning before) and 'judge' (meaning to form an opinion or draw a conclusion after due examination). Put together, prejudice literally means judging before one knows the facts. In a more general sense, it means not judging someone on the basis of his personal qualities and actions, but rather pre-judging him, favorable or unfavorably, because

of his religion, skin color, nationality or some other categorical distinction (note: Throughout the unit, the term prejudice is used to refer to unfavorable or "hate" prejudice, as opposed to favorable or "love" prejudice. We have emphasized "hate" prejudice because it contributes to the social conflicts and problems with which this unit is concerned). "Discrimination" is simply acting in a way that reflects one's prejudice. In other words, if one's decision to treat another in a certain way is made on a categorical basis and not upon individual merit, then the treatment given can be termed an act of discrimination. Thus, prejudice is an attitude and discrimination is an action based on that attitude.

C. Confidential Questionnaire

1. Pass out worksheet #1 to the students. Explain that no one, including the teacher, will see what each student answers. It is a private poll. Allow about five minutes for completing the questionnaire.
2. The teacher may ask for volunteers to give their answers to items on the questionnaire. He should emphasize that only answers which students give voluntarily will be revealed. Even so, students who give answers may later feel that they were tricked into revealing their prejudices. So the teacher may want to just ask students whether they gave an answer at all. Almost any answer to this questionnaire is a prejudiced answer. Some students

may still feel tricked, but the specific nature of their prejudices has not been revealed, and their embarrassment and regret are unlikely to be very intense.

3. The teacher then points out that students who gave answers on the questionnaires, no matter what the specific answers were, were probably generalizing on the basis of racial or other characteristics. He may note some common sterotyped answers: hippies are dirty, Southerners are prejudiced, etc. He asks that each student review his questionnaire and decide whether, according to the class definition of prejudice, his answers indicate prejudice. The teacher may also ask, "Did you pre-judge on the basis of a single characteristic without thinking in terms of individuals?"

    a) Point out that the questionnaire reveals prejudice based on several categories: Race, Nationality, Religion, Dress, Region, and Economic Class. These categories are areas in which we often have prejudices.

4. Students may argue that they know a person of a given race or nationality who does act in the manner they described on the questionnaire. For example, many Southerners have openly avowed their prejudice and openly discriminated against black people. The teacher's response should include the following:

    a) First, the statement may well be true for the individual known by the student. But

it is not necessarily true for all others who belong to the same category. Point out that a visitor to the classroom might see one person yawn and incorrectly assume that all students were sleepy. The actions of one individual do not mean all others in that group will behave in a similar way.

b) Second, most of us are prejudiced to some degree. Research suggests that approximately 80% of the American people tend to have prejudices against certain people and groups. Usually these prejudices are learned from one's family and friends.

c) Third, we should not confuse prejudice with dislike. To dislike someone because of something he has done to you is not necessarily to be prejudiced against all people of his race or religion. When someone is disliked without good reason, or because of untrue reasons, then the dislike becomes a prejudice.

d) Fourth, we should not confuse prejudices with misconceptions. A misconception is a judgment based on faulty information. When correct information is presented, the judgment will be revised. But a prejudice is based on faulty information, and is inflexible. A prejudiced person does not revise his opinion when presented with new

or accurate information. The teacher should pass out the cartoon "Do You Know Any Gomars?" to illustrate this point.

5. At this point, the teacher should list the following words on the board, and ask students to give brief oral definitions of each:
   a) Prejudice
   b) Discrimination
   c) Dislike
   d) Misconception

D. Some examples of Prejudice and Discrimination

1. At this point, the teacher may wish to ask the class whether they have ever witnessed or been the victim of discrimination. Students usually can produce many examples.
2. Our language is full of slang terms which express prejudice. They reflect a superior, derisive attitude on the part of people who use them. Divide the class into groups of four. In five minutes each group is to list as many derogatory slang terms for various races, nationalities, and religions as it can. With each term, they should also list the group to whom it refers.

Honkie: white person	Jap: Japanese
Nigger: black person	Chink: Chinese
Greaser: Mexican American	Kike: Jewish
Spic: Spanish	Wop: Italian
Polack: Polish	Shyster: Jewish
Kraut: German	WASP: White, Anglo-Saxon Protestant
Gook: Asian, South Vietnamese	Slant: Asian, Vietnamese

3. Here again, the teacher may wish to ask whether members of the class have had such terms applied to them. Or he can relate examples of his own, such as the furor created by Spiro Agnew when he was a candidate for the Vice-Presidency in 1968. He referred to a portly Japanese reporter as a "Fat Jap." While this may sound funny to the students, ask them how they would like to be referred to in public by a similar derogatory term. During World War II, prejudice led the U.S. government to discriminate against Japanese Americans. Fearing that they would be more loyal to Japan than to America, our Government imprisoned Japanese-American citizens in concentration camps. Later, the Supreme Court declared this unconstitutional.
4. Point out that derogatory terms focus on only one aspect of any person, such as his race, nationality, religion, class, etc. But any individual belongs to a great many different groups: for example, a person may be male, right-handed, Catholic, American, musical, blonde, etc., all at the same time. Ask a student to list the various categories to which he belongs. Ask which "label" most correctly describes him. Point out that any single label will always be an incomplete description of a person.

   Read the brief selection, "The Blind Man," to further illustrate the point that people can focus on only one aspect of a person to support their own prejudices. Often people focus on the particular aspect of an

individual that is different or unusual. This "labeling" is prejudiced because the individual is being considered on the basis of one of his traits, not all of them.

E. Why are people prejudiced?

1. Begin by asking the class if they can offer any explanation of why people are prejudiced. List the main ideas on the board.

2. Tell the students they will now see a film entitled "The High Wall."

a) The film is relatively old. To take the edge off of student dislike for dated material, ask them to vote which of the three statements they believe to be right:

1) All films ten years old or older are lousy.

2) Some films ten years old or older are lousy, some films ten years or older are good.

3) All films ten years old or older are good.

b) Discuss the statements very briefly, drawing out students' reasons for voting as they did. Then explain that "The High Wall" was made in the late 1950's. How do they think a viewer can tell (car models, clothes and hair styles, etc.)? Though the film is dated, it is one of the best for showing how prejudice is learned. Before showing

the film, it might be interesting to ask whether any student believes that people are born prejudiced. The film emphasizes the parents as forces infecting the mind of their son.

c) Show the film. (Note: see Appendix 7 for information on how to obtain the film. If, for some reason, the teacher cannot secure the film, then an alternative plan for this section is offered in section E4 of this section. The film is definitely preferred because it arouses interest and gets across a basic concept in a way that students can really comprehend. Further, the use of the film medium provides a change of pace.

3. Discuss the film. Some of the following points should be made and questions asked:

a) People who are prejudiced tend to be insecure and frustrated, and blame others for their own misfortune. For example, Mr. Gregory does not get along in his job. By what constructive means could Mr. Gregory have dealt with his failure to advance?

b) The tendency to label anything strange and different as bad is an outgrowth of fear and insecurity. Mrs. Gregory resorts to this sort of labeling. Recall also the exercise on slang terms and the story of

the blind man. How does one attempt to eliminate fear about something strange or different?

c) What about the school teacher? How could another teacher have gotten at this problem earlier?

d) Why was the sister less infected with prejudice than the brother?

e) How do we fight prejudice?

4. If the film is not available, have students read the story "The Greenies" from the book Prejudice: The Invisible Wall (Scholastic Scope). Point out that prejudice is learned and often stems from feelings of frustration or insecurity. We call this "scapegoating"; that is, blaming others for your own shortcomings. Perhaps students have heard the expression "taking it out on someone else." Scapegoating is based on prejudice against a person or group.

5. Another useful story is "Finding The Hidden Part." It illustrates how dislike of one person, based on good reason, can become a prejudice when applied to a whole category of people.

6. Summarize the nature of prejudice:

a) Prejudice is judging a person on a categorical basis and not on individual merit.

b) Prejudice is often generalized from one's dislikes or misconceptions.

c) A prejudice is inflexible; despite evidence to the contrary, a prejudice will not change.

d) Prejudice is learned, usually from one's parents or friends at an early age.

e) Nearly everyone has some prejudices.

f) A person who is prejudiced against members of one group is likely to have prejudices against members of other groups as well.

g) People who are prejudiced tend to be insecure or frustrated, and blame others for their misfortune.

i) Prejudiced people almost never realize they are prejudiced. That is why there is a certain irony in the statement "Some of my best friends are _____!"

F. The Relationship of Prejudice and Discrimination to the Violent Gang

1. Students may be wondering why they are studying prejudice and discrimination as part of a unit on the violent gang. Tell them that some people believe there is a relationship between prejudice and violent gangs. The following facts can be put on the board:

a) There are 200,000 males between the ages of 12-23 in Philadelphia. This includes both black and white races.

b) Of this total, 85,000 are black and 115,000 are white.

c) Of the number of black young men, 2,700 are members of violent gangs. The total number of young men in such gangs is 3,000; so only 300 are white.

d) Thus, black youths constitute the great majority of members in violent gangs. Although there are fewer black youths in Philadelphia than white youths, the overwhelming percentage of gang members are black. The teacher may wish to have students graph these statistics.

2. The teacher may now want to cite statistics about Negro education, income, unemployment, and family stability. Statements with page numbers in parentheses are taken from Yancey and Rainwater's The Moynihan Report and the Politics of Controversy. (Consult this book, John Kain's book Race and Poverty or Time Magazine of April 6, 1970, for additional statistics.) Besides listing statistics, the teacher might want to pass out copies of tables 6 and 7 appearing at the end of this lesson, to teach or test table-reading skills.

a) Negro median family income, on the average, is less than 60% of white median family income. (70)

b) Since 1940, Negro unemployment has consistently been twice as high as white

c) In 1948, the 8% unemployment rate for Negro teenage boys was less than that of whites. By 1964, however, 23% of Negro teenage boys were unemployed as compared to a rate of 13% for white teenage boys. (126) Generally speaking, the rate of unemployment remains roughly twice as high for Negro boys as for white.

d) Periods of particularly high Negro unemployment are followed, one year later, by marked increases in separations among Negro couples. (68)

e) Only a minority of Negro children reach the age of 18 having lived all their lives with both parents. (55)

f) In 1963, a study estimated that 44% of non-white families in the United States were poor as compared to only 16% of the white families.

g) A nationwide survey of school achievement, the Coleman Report, found that Negro pupils in the twelfth grade in the Northeastern United States averaged 3.3 grade levels behind their white counterparts. The gap was greater in the South.

h) Housing patterns in the United States remain segregated, and school assignment is usually based on housing patterns. In Philadelphia, in 1967-1968, 275,000 students were enrolled

in public schools. Of these, 191,000 were in schools which were either 80% black or white. In other words, 191,000 were in largely segregated schools.

i) "The combined impact of poverty, failure, and isolation among Negro youth has had the predictable outcome in a disastrous delinquency and crime rate." (84) In urban areas, the majority of arrests for such crimes as assault or murder were of Negroes. In Philadelphia, in one five-year period, 62% of the Negro delinquents and 36% of the white delinquents were not living with both parents. (86)

3. The next question to ask is: What is the main cause of these discrepancies between white and black Americans? An article in the New York Times (February 25, 1970) discussing income inequality points to the answer: "Several studies commissioned by the Government in recent years have shown that the major reason the income of Negroes lags far behind that of whites continues to be discrimination..." (p. 18) The teacher may wish to reprint, or read, the entire article, included at the end of this lesson.

4. The studies referred to in the New York Times article, and others, have conclusively shown that discrimination is a fundamental factor in producing and maintaining

unequal economic and social conditions between the races. How does this information relate to gang violence?

a) Studying the environmental conditions in which the majority of Philadelphia gang members live, the Pennsylvania Crime Commission in 1969 reported that there was a direct cause and effect relationship "between the economic and social conditions found in sections of Philadelphia and the presence of gang violence in these sections." (Pennsylvania State Crime Commission Report, "Gang Violence in Philadelphia", July, 1969, pg. 35)

b) The Commission stated further that gang killings "appear to be by-products of problems arising out of years of racial discrimination. The effect of prejudice is...a contributing factor to the violence." (pg. 35)

5. The commission also points out that gang killings are almost never motivated by race hatred as such, but rather the violent behavior is directed by blacks against blacks. Why is this so? The answer to this question is found in the understanding of a concept called "self-hate." Studies have shown us that the victims of prejudice and discrimination can respond in one of several ways. For example,

a) They can react with extreme hostility towards their oppressor. During many of the riots of the 1960's, especially Watts, black people looted and destroyed white-owned stores but spared those which had "Soul Brother" written on them.

b) They can accept their lot and become resigned to it.

c) They can displace their hatred and violent reactions against themselves, often because they would be severly punished if they reacted violently towards the oppressor. This last response is called "self-hate."

6. The teacher may wish to reprint the following descriptions of self-hate:

a) Whitney Young, Jr.: The Negro male, because he earns less than his white counterpart, "may react with withdrawal, bitterness towards society, aggression both within the family and racial group, self-hatred, or crime." (Yancey and Rainwater, p. 414)

b) Martin Luther King, Jr.: "The rage and torment of the Negro male was frequently turned inward because if it gained outward expression its consequences would have been fatal. He became resigned to hopelessness, and he communicated this to his children. Some, unable to contain the emotional storms, struck out at those who would be less likely

to destroy them. He beat his wife and children in order to protest a social injustice, and the tragedy was that none of them understood why the violence exploded." (Yancey and Rainwater, p. 406)

7. Associating gang activity with self-hate, Frederick O. Holiday, principal of Simon Gratz High School in Philadelphia has said, "I believe our black gang youth must learn not to fight each other, but the real enemy: self-hate."
8. The teacher might want to make more extensive use of an excellent paperback, "Prejudice: The Invisible Wall" (Scholastic Scope, Scholastic Book Services, 50 West 44th Street, N.Y.) for further materials dealing with prejudice. Or, at this point, he may wish to have students summarize what they have learned about the relationship between prejudice, discrimination, and the high percentage of black members of violent gangs.
9. As a concluding statement, the teacher should point out that there are other causes of gang violence, and of black membership, besides prejudice. It is crucially important to strive for elimination of the underlying causes, such as prejudice, as well as to alleviate the actual problem of gang violence. Remind students that Philadelphia has one of the most serious problems with violent gangs of any large city, not necessarily because there is more prejudice but

more probably because there has been less money appropriated to deal with the problem.

a) While Philadelphia was spending $422,000 in 1969 to combat the gang problem, Chicago was spending $3.5 million, Detroit $2.5 million, and Los Angeles $3 million.

b) Between 1967-1968, Manhattan, a borough of New York City slightly smaller than Philadelphia, was spending more than $6 million each year. (These cities all received substantial federal support while Philadelphia has been more dependent on local funds).

Thus, people concerned with gang violence in Philadelphia should focus on two areas: first, immediate, costly, and effective control programs such as the detached worker project; and, second, elimination of the underlying causal factors of prejudice and discrimination--diseases of which gang violence is only one symptom.

Case Study: Community Hatred*

The Carado Baileys pulled into their driveway. All over the garage door the hate word "nigger" was scrawled.

The next morning their son, Tom, 19, received his Army induction notice. "Now he'll probably go to Vietnam, to fight for freedom," Mrs. Bailey said bitterly.

The episodes occurred last April. Nobody could blame the Baileys for being bitter.

On June 5, 1967, they had moved into a ranch house in the Detroit suburb of Warren, Michigan. Mrs. Bailey was pleased with the house. It had a fireplace and wood paneling in the family room, an all-electric kitchen, and a neat lawn.

The Baileys had moved so that their daughter, Pam, 8, could go to a better school.

They knew that some years before a house being built in Warren for a Negro buyer had been burned to the ground. But they thought that race relations had improved since then. Mrs. Bailey is white, Mr. Bailey is black.

A few days after the family moved in, mobs congregated in front of the house. The telephone line was cut. A stink bomb was heaved through a window.

For three nights 150-200 whites milled around, tossing rocks. A brick sailed into the living room. Thomas E. Johnson of the Michigan Civil Rights Commission was a

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witness. Only when the Commission threatened to call in state police, he said, did the local police summon its riot squad.

Police action failed to stop this harassment.

One day the Bailey auto was cut off by a truck. The truck's occupants shouted: "What are you going to do when the police leave? We'll get you one way or another."

Pam found a couple of playmates. Neighborhood mothers talked the families of the playmates into not allowing them to play with her anymore. A boy in the neighborhood struck Pam. An adult snarled at the little girl, "I don't want to see you on this street again," and a group of mothers shouted "nigger" and "spook" at her.

The incidents grew. But the Baileys refused to move.

One night Mrs. Bailey saw five young men stealing toward the bedroom window. She screamed and they fled, shouting ugly racist epithets at her.

Gasoline was poured on the lawn and the grass set afire. Another time a Ku Klux Klan cross was burned on the lawn.

Pam had a birthday party. In that day's mail was a blackened, burned doll with pins and bugs poked into it. Hate mail was frequent, and once a funeral wreath was delivered to the door.

About four months ago life began to grow more peaceful for the beleaguered Baileys.

A committee of community leaders formed by the Michigan Civil Rights Commission helped. The group, made up of clergy- and others, talked to neighbors about stopping the hate

campaign.

Mr. Johnson said: "The residents began to feel the neighborhood wasn't a very nice place to live in, with all the turmoil going on. Slowly, they began not to listen to the radicals."

Some people befriended the Baileys. One nearby neighbor who had vowed to sell her home now plans to stay. She has become a close friend of Mrs. Bailey.

The courage of the Baileys won a victory over racism.

The Relationship of Prejudice and Discrimination To Gangs

Worksheet #1: Confidential Questionnaire

Directions: This is a confidential questionnaire. It will not be shown to anyone else. Read each question carefully and think about what it means. Then mark your answer.

A. Fill in the blank spaces in these eight questions with whatever word you want.

1. Hippies are _____
2. Japanese people are _____
3. Black people are _____
4. Black people with "naturals" are _____
5. White people are _____
6. White Southerners are _____
7. Rich people are _____
8. Jewish people are _____

B. Mark the following statements True or False*

1. Poorly dressed people are likely to be thieves.	TRUE	FALSE
2. People of one race or religion will take almost every opportunity to gyp you out of money.	TRUE	FALSE
3. Men are better drivers than women.	TRUE	FALSE
4. You can tell exactly what a person is like by knowing his religion.	TRUE	FALSE

C. Which of the following people are the laziest?

1. Hippies
2. Japanese people

*The True/False questions in Section B are adapted from "Take A Look At Your Attitudes" in Prejudice: The Invisible Wall. Reprinted by permission of the editors of Scholastic

3. Black people
4. Black people with "naturals"
5. White people
6. White Southerners
7. Rich people
8. Jewish people

Answer_____

D. Which of the following are most prejudiced?

1. Hippies
2. Japanese people
3. Black people
4. Black people with "naturals"
5. White people
6. White Southerners
7. Rich people
8. Jewish people

Answer_____

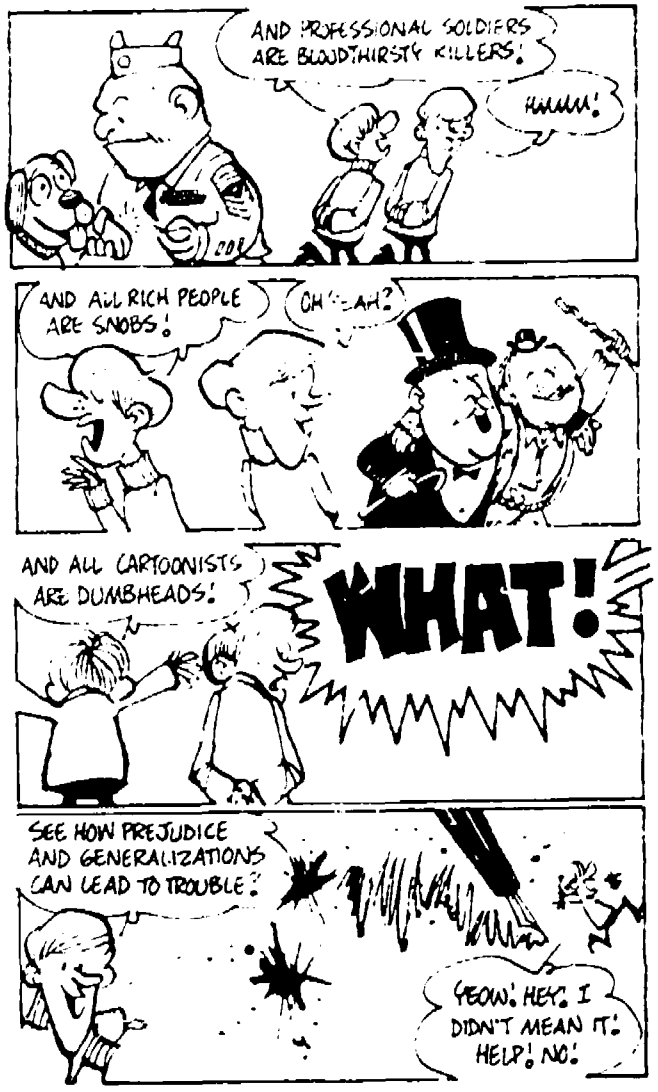
E. Which of the following are dirtiest?

1. Hippies
2. Japanese people
3. Black people
4. Black people with "naturals"
5. White people
6. White Southerners
7. Rich people
8. Jewish people

Answer_____

F. Do you know someone who is prejudiced? Do you think you are ever prejudiced? Think for a moment, but do not write anything down.

Gomar's statements are all false generalizations - talking about groups of people as if all the members of the group were exactly alike. Can you think



LABELS - Do you ever "see" a label instead of a human being?*

THE BLIND MAN
by I.J. Lee

I knew a man who had lost the use of both eyes. He was called a "blind man." He could also be called a fine typist, a hard worker, a good student, a careful listener, a man who wanted a job.

But he couldn't get a job in the department store order room where workers sat and typed orders which came over the telephone. The personnel man wanted to get the interview over quickly.

"But you're a blind man," he kept saying. And one could almost feel his silent thought that somehow being blind made the man unable to do anything.

So blinded by the label was the personnel man that he would not look beyond it.

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THE GREENIES*
How do people become prejudiced?

People are not born with prejudices. Prejudice is learned. After they are born, young people learn to dislike certain groups of people--without a real reason.

Whom do they learn from? Sometimes it is their parents. Sometimes it is their parents' friends. Sometimes it is their neighbors. It can be almost anyone. Prejudices aren't always taught to young people. More often, prejudices are "caught" like diseases.

Here's an example of how a person--call him John Doe, Jr.--learned how to dislike people with green hair. (Of course there are no people with green hair. But they are used as an example by William Van Til in his pamphlet, Prejudiced--How Do People Get That Way?)

John Doe, Jr. is not born with prejudice against people who have green hair. But from the time he is a small child, he is warned against them. He is not supposed to play with green-haired children. He is told not to talk with them. His parents say, "Stay with your own kind. You'll be bad, John, if you mix with green-haired children."

As John grows older, he learns that his parents, their friends, and neighbors do not want people with green hair to:

- attend his church
- live in his neighborhood
- go to his school, or playground, or camp.

John believes what the adults around him say. And they say that green-haired people should go to church elsewhere, live elsewhere, and go to other schools. As a child, John does not see many people with green hair.

At home, John often listens to his father talk. John Doe, Sr. started out in life with high hopes. But somewhere along the way, John Doe, Sr. did not get the job he wanted or the raise he hoped for. He began to believe that a certain group of people were the cause of his failure and that these people are to blame for everything that is wrong in life. Naturally, the bad ones are the Greenies--the people with green hair!

John Doe, Sr. talks against the people with green hair everywhere he goes--in public and in private. At home, especially, he talks about how dirty, dumb, poor, and evil the people with green hair are. Day after day, he makes jokes about them. He says that they all should be thrown out of the community or that they are turning the country over to the enemy. And he always says that no Greenies will ever move into his neighborhood. Complaining about the green-haired people makes John Doe, Sr. forget that he himself is something of a failure. And when he is reminded of his failure, he can easily blame it on the green-haired people.

John Doe, Jr. begins to believe that his father is right. And anyhow he doesn't often talk with green-haired people to see what they're really like. Sometimes he reads about them in newspapers. But since newspapers play up crime, he usually reads about green-haired people who have

gotten into trouble with the law. Again John believes his parents are right. Green-haired people do bad things. Even the newspapers say so.

John Doe, Jr. becomes a man. He believes the things he has learned about people with green hair. Then he marries Jane Roe, who has learned the same prejudices against people with green hair. Later they have children. And what do they teach their children? "Don't play with children with green hair. You are bad if you do."

So John Doe, Jr. carries over his prejudices to his children. And his children, too, become infected with the disease called prejudice.

FINDING THE HIDDEN PART*

John and Bill are on the football squad. John is a star halfback. Bill is a blocking back. Despite this, John never speaks to Bill at school. Bill begins to think John is a snob.

Bill now has an attitude toward John. It is not a prejudice because Bill has a good reason for it.

But when Bill learns that John lives in a section of town called Oakdale, he comes to feel that other people who live in Oakdale are snobs too. He does not know these other people, but he thinks of them as all being like John. And whenever he hears that someone is from Oakdale, he thinks, "Another snob."

Bill's attitude has become a prejudice.

It is easy to see prejudice when someone expresses a false idea about a group out loud: for example, "All storekeepers are crooks." But it is harder to see it when the false idea about the group is not spoken aloud--when it is hidden. For example, the storekeeper who says, "I don't want any teenager working for me," is probably stating an attitude based on a hidden false idea about teenagers in general. It might be "All teenagers are lazy" or "Teenagers can't be depended on."

People who like to think of themselves as unprejudiced are most likely to hide their false ideas about groups. Sometimes they do not even realize their attitudes are based on such ideas.

AN ADDRESS BY DR. MARTIN LUTHER KING, JR.*

I have been asked to speak tonight on the subject of the dignity of family life. It is appropriate that a Negro discuss the subject because for no other group in American life is the matter of family life more important than to the Negro. Our very survival is bound up in it. It is a particular privilege to speak under the auspices of the Abbott House because they are combining the treatment of symptoms with a probing of causes. Their experimental work to discover new aspects of the dynamics of family relationships is fresh and creative.

For a number of years a good many writers have tartly denigrated the role of the family. Some have asserted the family will disappear in 50 years: others have argued its preservation is hopeless because sex is now used for recreation rather than procreation. One writer summed up the prevailing contemptous attitude with the statement that "Family life is obviously a study in lunacy."

Some 30 years ago Malinowski refuted these pessimistic and negative appraisals with the striking statement, "The family, that is, the group consisting of mother, father and child, still remains the main educational agency of mankind. Modern psychologists agree that parenthood as the dominant influence of infancy forms the character of the individual and at the same time shapes his social attitudes and thus places its imprint upon the constitution of the whole society."

*This address was delivered at Abbott House, Westchester County, New York on October 25, 1965.

In more recent years the writings of Dr. Benjamin Spock have not only reinforced these views but extended them through popular media to hundreds of millions around the world.

I endorse these conclusions and would emphasize one in particular. Family life not only educates in general but its quality ultimately determines the individual's capacity to love. The institution of the family is decisive in determining not only if a person has the capacity to love another individual but in the larger social sense whether he is capable of loving his fellow men collectively. The whole of society rests on this foundation for stability, understanding and social peace.

At this point in history I am particularly concerned with the Negro family. In recent years the Negro as an individual and Negroes as a community have been thrust into public attention. The dignity and personality of the Negro as an individual has been dramatized by turbulent struggles for civil rights. Conditions of Negro communities have been revealed by the turmoil engulfing northern ghettos and southern segregated communities. But the Negro family as an institution has been obscured and its special problems little comprehended.

A recent study offers the alarming conclusion that the Negro family in the urban ghettos is crumbling and disintegrating. It suggests that the progress in civil rights can be negated by the dissolving of family structure and therefore social justice and tranquility can be delayed for generations. The statistics are alarming. They show that in urban cities nearly 25% of Negro women, who were married, are divorced, in contrast to a rate of 8% among whites. The rate of illegitimacy in the past twenty years rose

slightly more for whites than Negroes, but the number of Negro illegitimacies in proportion to its population is substantially higher than whites. The number of Negro families headed by women is 2 1/2 times that of whites and as a consequence 14% of all Negro children receive aid to dependent children and 56% of Negro children at some point in their lives have been recipients of public aid.

As public awareness increases there will be dangers and opportunities. The opportunity will be to deal fully rather than haphazardly with the problem as a whole -- to see it as a social catastrophe and meet it as other disasters are met with an adequacy of resources. The danger will be that the problems will be attributed to innate Negro weaknesses and used to justify neglect and rationalize oppression.

We must therefore, learn something about the special origins of the Negro family. If we would understand why Negroes could embrace non-violent protest in the South and make historic progress there while at the same time most northern ghettos seethe with anger and barely restrained fury we will have to know some lessons of history. The flames of Watts have illuminated more than the western skies -- they lit up the agony of the ghetto and revealed that hopeless Negroes in the grip of rage will hurt themselves to hurt others in a desperate quest for justice.

The Negro family for three hundred years has been on the tracks of the racing locomotives of American history and was dragged along mangled and crippled. Pettigrew has pointed out that American slavery is distinguished from all other forms because it consciously dehumanized the Negro. In other cultures slaves preserved dignity

and a measure of personality and family life. Our institution of slavery began on the coasts of Africa and because the middle passage was long and expensive, African families were torn apart in the selective process as if the members were beasts. On the voyages millions died in holds into which blacks were packed spoon fashion to live on a journey often of 2 to 6 months with approximately the room for each equivalent to a coffin. The sheer physical torture was sufficient to murder millions of men, women and children. But even more incalculable was the psychological damage. For those who survived as a family group, once more on the auction block many families were ripped apart.

Against this ghastly background the Negro family began the process of organization in the United States. On the plantation the institution of legal marriage did not exist. The masters might direct mating or if they did not intervene marriage occured without sanctions. There were polygamous relationships, fragile, monogamous relationships, illegitimacies, abandonment, and most of all, the tearing apart of families as children, husbands, or wives were sold to other plantations. But these cruel conditions were not yet the whole story. Masters and their sons used Negro women to satisfy their spontaneous lust or, when a more humane attitude prevailed, as concubines. The depth was reached in certain states, notably Virginia which we sentimentally call the state of presidents In this state, slaves were bred for sale, not casually or incidentally, but in a vast breeding program which produced enormous wealth for slave owners. This breeding program was the economic answer to the halting of the slave traffic early in the 19th centur

Through the ante-bellum era, the Negro family struggled against these odds to survive, and miraculously many did. In all this psychological and physical horror many slaves managed to hold on to their children and developed warmth and affection and family loyalties against the smashing tides of emotional corruption and destruction.

The liberation from slavery which should have initiated a birth of stable family life meant a formal legal freedom but as Henrietta Buckmaster put it, "with Appomatox, four million black people in the South owned their skins and nothing more."

Government policy was so conflicted and disinterested that a new inferno engulfed the Negro and his family. Thrown off the plantations, penniless, homeless, still largely in the territory of their enemies and in the grip of fear, bewilderment and aimlessness, hundreds of thousands became wanderers. For security they fled to Union army camps, themselves unprepared to help. One writer describes a mother carrying a child in one arm, a father holding another child and eight other children with their hands tied to one rope held by the mother, who struggled after Sherman's army and brought them hundreds of miles to safety. All were not so fortunate. In the starvation-induced madness some Negroes killed their children to free them of their misery.

These are historical facts. If they cause the mind to reel with horror it is still necessary to realize this recital is a tiny glimpse of the reality of the era. And it does justice neither to the enormous extent of the tragedy nor can it adequately describe the degree of human suffering and sorrow. The enormity of the tragedy utterly defies any attempt to portray it in terms the human mind can comprehend.

Following this period millions were returned to a legal form of slavery, once again imprisoned on plantations devoid of human rights and plunged into searing poverty generation after generation.

Some families found their way to the North in a movement Frazier aptly describes as "into the city of destruction."

Illiterate, undisciplined, afraid, and crushed by want, they were herded into slums. City life then, as now for migrant groups, has been ruinous for peasant people. The bewilderment of the complex city undermined the confidence of fathers and mothers, causing them to lose control of their children whose bewilderment was even more acute. Once more the Negro's problem had two, rather than one cutting edge. Because the institution of marriage was not legal under slavery, and with indiscriminate sex relations often with masters, mothers could identify their children but frequently not their fathers; hence a matriarchy developed. After slavery it did not die out because in the cities there was more employment for women than for men. Though both were unskilled, the women could be used in domestic service at low wages. The woman became the support of the household, and the matriarchy was reinforced.

The Negro male existed in a larger society which was patriarchal while he was the subordinate in a matriarchy.

The quest of males for employment was always frustrating. If he lacked skill he was only occasionally wanted because such employment had little regularity and even less remuneration. If he had a skill, he also had his black skin, and discrimination locked doors against him. In the competition for scarce jobs, he was a loser because he was born that way.

The rage and torment of the Negro male was frequently turned inward because if it gained outward expression its consequences would have been fatal. He became resigned to hopelessness, and he communicated this to his children. Some, unable to contain the emotional storms, struck out at those who would be less likely to destroy them. He beat his wife and his children in order to protest a social injustice, and the tragedy was that none of them understood why the violence exploded.

Even had the Negro family been assured of adequate food on the table, it would still be insufficient to secure a constructive life for the children. In all cities they are herded through grades of schooling without learning. Their after-school life is spent in neglected filthy streets which abound in open crime. Most white people are ignorant of the extent to which crime surrounds the Negro in the ghettos, or the degree to which it is organized and cultivated there by crime syndicates. Numbers, prostitution and narcotics rackets pervade the ghettos and because they are white-owned enterprises they drain staggering economic wealth out of the community, leaving a wealth of misery and corruption behind. Even when he and his family resist its corruption, its presence is a source of fear and of moral debilitation. For many Negro children, the care and protection of a mother is unknown because she is busy caring for a white child in order to earn the money to keep her disintegrating family together. Dick Gregory, telling of his youth, describes how his mother stole food from her employer to keep the family adequately fed. When she called her children to the table to bless the food, he responded with the sardonic, poignant humor for which he is now so well-known by saying, "You come down to the

ment and bless what I stole and I'll bless what you stole."

The shattering blows on the Negro family have made it fragile, deprived and often psychopathic. This is tragic because nothing is so much needed as a secure family life for a people seeking to pull themselves out of poverty and backwardness. History continues to mock the Negro because even as he needs greater family integrity because he had so little in his heritage, in the larger American society today severe strains are assailing white family life. Delinquency is not confined to the underprivileged -- it is rampant among middle and upper social strata, and more than one observer argues that juvenile delinquency is a product of widespread adult delinquency. In sort, the larger society is not at this time a constructive educational force for the Negro.

The dark side of the picture appears almost to make the future bleak, if not hopeless. Yet something says this is not true. Back two hundred years on the coasts of Africa mothers fought fiendish slave traders to save their children. They offered their bodies to slavers if they would leave the children behind. On some slave ships that are known, and many that will never be known, manacled Negroes crawled from the holds and fought unarmed against guns and knives. On slave plantations parents fought, stole, sacrificed and died for their families. After liberation countless mothers wandered over roadless states looking for the children who had been taken from them and sold. And finally in the modern era mothers, fathers and their children have marched together against clubs, guns, cattle prods and mobs, not for conquest but only to be allowed to live as humans. The Negro was crushed, battered and brutalized, but he never gave up. He proves again life is stronger than death. The Negro family is scarred, it is submerged, but it

struggles to survive. It is working against greater odds than perhaps any other family experienced in all civilized history. But it is winning. Step by step in agony it moves forward. Superficial people may superciliously expect it to function with all the graces and facility of more advantaged families. Their unfeeling criticism may hurt, but it will not halt progress. If the Negro is called upon to do the impossible, he may fail in the eyes of those ignorant of his tortured history, but in his own eyes the Negro knows he is imperceptibly accumulating the resources to emerge fully as a total human being. In the past ten years, he has learned how to win battles against vicious adversaries. In the process he has learned also how to win battles with himself. No one in all history had to fight against so many physical and psychological horrors to have a family life. The fight was never lost; victory was always delayed; but the spirit persisted, and the final triumph is as sure as the rising sun. A hundred times I have been asked why we allowed little children to march in demonstrations, to freeze and suffer in jails, to be exposed to bullets and dynamite. The questions implied that we have a want of family feeling or recklessness towards family security. The answer is simple. Our children and our families are maimed a little every day of our lives. If we can end an incessant torture by a single climactic confrontation, the risks are acceptable. Beyond that our family life will be born anew if we fight together. Other families may be fortunate to be able to protect their young from danger. Our families, as we have seen, are different. Oppression again and again divided and splintered our families. We are a people torn apart from era to era. It is logical, moral and psychologically constructive for us

to resist oppression united as families. Out of this unity, out of the bond of fighting together, forges will come. The inner strength and integrity will make us whole again.

The most optimistic element revealed in this review of the Negro family's experience is that the causes for its present crisis are culturally and socially induced. What man has torn down, he can rebuild. At the root of the difficulty in Negro life is pervasive and persistent economic want. To grow from within the Negro needs only fair opportunity for jobs, education, housing and access to culture. To be strengthened from the outside requires protection from the grim exploitation that has haunted it for 300 years.

The Negro family lived in Africa in nature's jungle and subdued the hostile environment. In the United States, it has lived in a man-made social and psychological jungle which it could not subdue. Many have been destroyed by it. Yet, others have survived and developed an appalling capacity for hardships. It is on this strength that society can build. What is required is a recognition by a society that it has been guilty of the crimes and that it is prepared to atone. With that beginning there need be no doubt about the end.

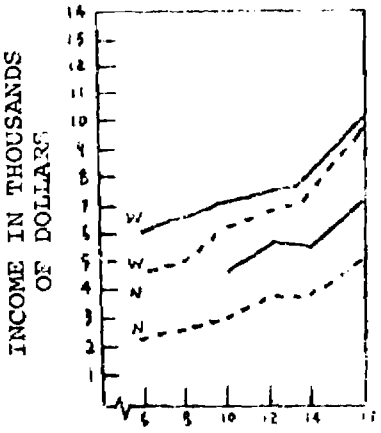
Much of the ugly experiences of Negro history have been obscured and forgotten. A society is always eager to cover great misdeeds with a cloak of forgetfulness, but no society can repress an ugly past when the ravages persist into the present. America owes a debt to justice which it has only begun to pay. If it loses the will to finish or slackens in its determination, history will recal its crimes and the country that would be great will lack the most indispensable element of greatness -- justice.

I do not think that the tiny nation that stood in majesty at Concord and Lexington, that electrified a world with the words of the Declaration of Independence, will defame its heritage to avoid a responsibility. That is why I believe not only in the future of the Negro family but in the future of the family of man.

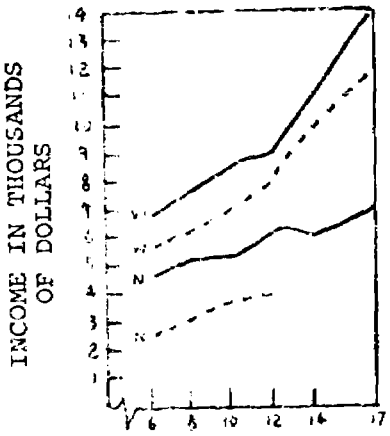
Table 6: Percentage of Substandard Units in the U.S. (1960) by Rent Class and Number of Rooms, for Center Cities of Metropolitan Areas with More than 500,000 Population by Race:

Rent Class	Number of Rooms					
	1-2		3-5		6 and over	
	White	Negro	White	Negro	White	Negro
less than $50	72.0	71.4	20.7	33.0	11.5	14.3
$50 - $79	23.6	57.8	7.9	18.6	4.9	25.0
$80 and over	8.7	41.7	1.4	9.4	2.0	15.1

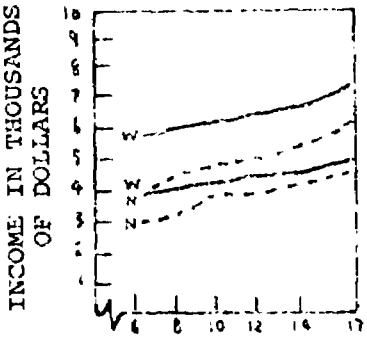
Table 7: Mean Income of 25-64 Year Old U.S. Males of the Experienced Labor Force in Each Occupational Category at Different Levels of Education, by Race and Region.*



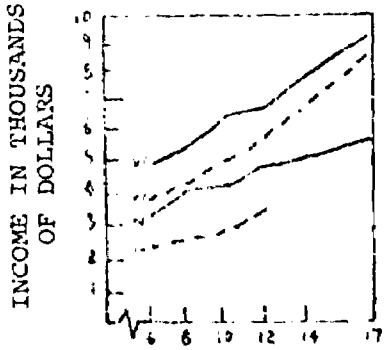
YEARS OF SCHOOL COMPLETED
Figure 1
Professional, Technical, and Kindred Workers



YEARS OF SCHOOL COMPLETED
Figure 2
Managers, Officials, and Proprietors



YEARS OF SCHOOL COMPLETED
Figure 3
Clerical and Kindred Workers



YEARS OF SCHOOL COMPLETED
Figure 4
Sales Workers

*Note for Figures 1-4: Occupational categories are those used by the U.S. Census. Dotted lines represent the Southern United States; solid lines describe the balance of the country. "W" and "N" refer to white and nonwhite, respectively. (1960)

Discrimination Held Main Cause of Income Inequality

By JOHN HERBERS

Special to The New York Times

WASHINGTON, Feb. 24 — Several studies commissioned by the Government in recent years have shown that the major reason the income of Negroes lags far behind that of whites continues to be discrimination, not education or training. But Government has increasingly been emphasizing the latter in preference to the former, presumably because the policy makers consider discrimination too difficult to combat and education more likely to yield results.

News Analysis

The studies, consequently, have not been given much attention and one or two have circulated only within the agencies that commissioned them. They are important at this time because the economy is moving into a slowdown that could result in a substantiar lise in sult in a substantial rise in black unemployment and because the Nixon Administration has budgeted $3.2-billion for the next fiscal year in manpower training programs, an increase of 20 per cent over current expenditures.

This emphasis on training over antidiscrimination measures, seen also in the Johnson Administration, has become the conventional wisdom in Washington but is questioned by a number of officials.

"I am for education programs, too," said Charles B. Markham, deputy assistant secretary for metropolitan development in the Department of Housing and Urban Development. "But I do not think we should spend 99 per cent of the resources on a third of the problem."

Mr. Markham, former research director for the Equal Employment Opportunity Commission, referred to a study released by the commission a year ago that concluded:

"The lower educational level of some minority groups is a factor in their lower occupational status, but statistical analyses using two different approaches show that it accounts for only about one-third of the difference in occupational ranking between Negro men and majority group men; the inevitable conclusion is that the other two-thirds must be attributed to discrimination, deliberate or inadvertent."

The conclusion was based on an analysis made by Orley Ashenfelter, a member of the industrial relations section at Princeton University, of a commission survey of 43,000 employers covering 26 million workers. The survey was based on 1966 figures, but the commission believes there has been little change in employment patterns since then.

Similar findings were made last year in an unpublished summary of a study on the Negro labor market, done for the Office of Economic Opportunity by Lester C. Thurow, associate professor of economics at Massachusetts Institute of Technology.

Mr. Thurow, writing in April, 1969, characterized Government policy as follows: "Discrimination lowers black incomes, but it is difficult to eliminate. Direct attacks on discrimination generate political protest and pressure. Therefore, we will attempt to circumvent the discrimination problem. We will first use other instruments, such as education and training, to equalize black and white incomes and after this has been accomplished, we will worry about discrimination."

He concluded, "Unfortunately all of my research indicates that this strategy will not work."

Another unpublished work, a study of a Government-sponsored training course by A. L. Nellums and Associates of Washington, a black consulting firm, offered an explanation of why the strategy was not working: For one reason or another, graduates of the training frequently did not find jobs.

Professor Thurow's study also found that the narrowed gap between white and black income seen in recent years—black incomes rose from 50 per cent of the white level to 60 per cent—was due more to a heated economy than permanent job improvement.

Thus, he said, a recession could wipe out the gain.

There is some concern both in and outside the Government that a good many of the manpower training programs are tending to become more of a holding action to keep people out of the unemployed columns than a means of putting them permanently into the work force. There are reports of men going out of one training program into another.

Herbert Hill, labor secretary for the National Association for the Advancement of Colored People, considers the "Outreach" apprenticeship training programs financed by the Government and run by the building trades unions "another device to keep blacks out of journeyman status."

The unions have recruited about 5,000 minority members nationwide into "Outreach" with the promise they will be made journeymen after an average of four years' training. The Labor Department recently announced that the program would be expanded from 63 to 80 cities.

Yet in New Orleans, where the N.A.A.C.P. won a court case showing discrimination in an asbestos workers' local, the civil rights organization is fighting a move by the union to establish Outreach training as the means of ending discrimination. The N.A.A.C.P. says there are blacks qualified to go directly on the job, as the majority of whites have done throughout the building trades.

Establishment of the Philadelphia plan, the Nixon Administration's program to put more blacks in the building trades on Federal construction, is viewed by the critics of the education approach as only a token step in the broad employment area.

Both Mr. Markham and Professor Thurow say all the studies show that the major problem in discrimination is not in initial entry to jobs but in the advancement of blacks once employed. Mr Markham, for one, believes that what is required is not force but a strengthening of those programs in the civil rights agencies that would educate the employer in ways to open jobs for minorities.

APPENDICES

Appendix 1: Additional Ideas for Lesson Plans

There is no "best" way to present a topic, particularly one as complex as violent gangs. The following ideas have been suggested to augment the lesson plans or, in some instances, to replace them. They are presented here in the hope that teachers intrigued by some of the ideas will develop them for classroom use.

1. Conduct a historical study of violent gangs, comparing the violent gang of today with the adult and juvenile gangs of the late nineteenth century.
2. Study inner-city gangs from a cultural perspective. How does the ganging pattern in America's urban environment differ from ganging patterns exhibited in other cultures, primitive and modern? Under what conditions do constructive ganging patterns become destructive?
3. View the gang phenomenon from a literary perspective by studying such classics as Romeo and Juliet, Oliver Twist and Robin Hood.
4. Organize a debate on the pros and cons of Pennsylvania's juvenile court system and its youth treatment centers.
5. Contrast the violent behavior of white middle class youth in the radical left and the behavior of black gang members of the inner city. How do their motives differ? What conditions produce the two kinds of violence?
6. As a summary exercise to a study on gangs, have the students make up a large chart with three columns. The chart might be labeled "The Problem: Gang Violence."

The first column would be titled "Causes", and students would list the causes. "Effects" would head the second column; and "Solutions", the last.

7. Use role playing to supplement and dramatize the four lessons in the unit. (See Appendix 2: "The Bopping Game"). Set up role play situations that are relevant to each topic. For example, if the class is studying the risks inherent in gang participation, ask for volunteers to take the role of gang members discussing whether or not they should attack a rival gang, to revenge the beating of one of their members. Certain students are asked to argue for an attack, others against.

8. Study some Philadelphia approaches to alleviating the gang problem (see Appendix 5). For example, the methods utilized by the following organizations might be considered:

   a) Safe Streets, Inc.

      Safe Streets, Inc. is a non-profit corporation dedicated to reducing juvenile violence and killing in Philadelphia. A goal of Safe Streets, Inc. is to set up eight juvenile service centers. To date, two centers have been established: 249 S. 60th St. (near Locust St.) and 2201 Stewart St. (near 22nd and Jefferson). The hope is to make the centers one-stop operations, offering a full range of youth services. The services include recreational activities, retreats for weekends to country and seashore youth hostels, instructional lectures and

seminars, individual and family counseling, job referrals and health services. Probably the feature of Safe Streets, Inc. that distinguishes it from other approaches is the emphasis it places on group therapy (from two hour "talk" sessions to four day retreats). For more information call Haywood Matthews at WA 3-4138. An article on Safe Streets is included at the end of Appendix 1.

b) Teen Haven

There are four Teen Haven centers in Philadelphia: 3026 N. Broad Street (Bob Moyer, BA 6-2050), 1911 Mt. Vernon Street (Melvin Floyd, PO 5-1199), 867 N. 20th Street (Barbara Staples, CE 2-7278) and 429 W. Susquehanna Avenue (Rev. Doug Rogers, RE 9-3710). The approach is a combination of recreation and religion. Each haven is under the supervision of a Christian resident staff member who is a trained youth worker. Some teen-agers are brought into the centers through personal invitation and home visits, but most come out of curiosity. The Havens provide youth with a place to meet and play table games, as well as attend devotional programs. Teen Haven is allied with no denomination and receives no local, state, or federal funds. The above staff personnel are available for speaking engagements. An article about Melvin Floyd is included at the end of Appendix 1.

c) Youth Conservation Services

YCS is a division of the Department of Welfare. Its responsibilities have been outlined in Appendix 5 and a sheet appearing at the end of this appendix. Besides job training, youth referral and casework services, YCS runs an area youth work unit. The responsibilities of an area youth worker are many; one is to serve in "the capacity of group leaders, with the purpose of enabling the youths to become more responsive to socially-acceptable standards of behavior." YCS has a number of phamphlets detailing its duties available to the public upon request.

The Philadelphia Evening Bulletin
Edition J, Monday, January 26, 1970,
page 3.

Safe Streets: City Tries to Halt Gang Killings

Specter Reports Interest At White House Level

By REM RIEDER
Of The Bulletin Staff

There were 15 black kids sitting in the room, kids of all sizes and descriptions.

Most were lean and agile-looking. Some had full, bushy naturals, while others had short hair.

But while they look different, their manner was the same.

They were all slumped down in their chairs, and they were all looking straight ahead with the same hard, expressionless stare.

This was at the West Philadelphia center set up by Safe Streets Inc., and the youths were staring at Arlen Specter, the district attorney. Specter is chairman of the board of Safe Streets, a federally-funded project which is trying to get gang youths to stop killing each other.

Presidential Interest

"I've talked to the President, and he is very interested in what you are doing here," Specter said. "I know what makes you raise your eyebrows but it's true. He is very concerned with the gang problem in Philadelphia, and he is watching us closely to see if we get results."

Safe Streets has two centers. The DA was visiting the one at 249 S. 60th st. near Locust. Two nearby restaurants tell the story of the neighborhood's racial shift. On one side is Murray's Delicatessen, a leftover from the Jewish period. More contemporary is the M & C Barbecue.

The other center is in North Philadelphia, at 2201 Stewart st., near 22d and Jefferson. Both centers have recreation, remedial education and job referral programs. And they are beginning group therapy-type sessions for the youths.

Key Question

After Specter finished talking, William H. Wilcox had a question. Wilcox is vice-president of Safe Streets and executive director of the Greater Philadelphia Movement.

"How do you stop the gang war?" Wilcox wanted to know.

A young man had an answer.

"The only thing that can stop it is the brothers," he said. "All the programs and the boxing and everything, they help. But the brothers have to stop it their own selves."

Someone asked him if that approach seemed to be working very well.

"Well, they stop for a while sometimes," he replied.

Bill Wilcox, who in recent years has spent a lot of time with gang kids, was surprised.

"That's the first time I've ever heard that," he said. "I've never heard a gang member say it was their responsibility to stop it."

Funds for Center

Specter talked to the youths for a while, asking them if they were in school and did they work and did they belong to a gang. He seemed genuinely concerned with finding out what it was like to be a black youth in a tough big city. But in spite of himself he still sounded like he was cross-examining them.

The two Safe Streets centers are financed by an $80,000 grant from the federal Law Enforcement Assistance Administration. The money is channeled through the DA's office to a nonprofit corporation formed by the DA and GPM.

Eventually the corporation wants to set up eight centers, but the current grant runs out July 1. Specter hopes more federal money will be forthcoming.

"When I had my post-election audience, he (President Nixon) indicated he was very interested, but we've got to show results," Specter told a reporter.

After the West Philadelphia visit, Specter and Assistant District Attorney Walter W. Cohen went back to City Hall. But Wilcox, a reporter and Haywood Matthews, an ex-policeman who is executive director of Safe Streets, decided to check out North Philadelphia.

Specter, Wilcox and Matthews share enthusiasm for group therapy as a means of steering ghetto youths away from violence. The sessions are in the early stages in the west center, which Safe Streets shares with Young Life, a religiously-oriented ghetto action group. They are further advanced at the North Philadelphia center.

'Talk Classes'

Clarence Fowler, a 31-year-old Black Muslim who is the center's director, calls the sessinns "talk classes." They are attended by 25 or 30 gang members every day. They are not traditional group therapy sessions since they are not supervised by someone with psychiatric training. Eventually a psychologist may be brought in.

"At first, if we told them something about a psychiatrist, the next thing you know we'd be going out the window," Fowler explained with a grin.

While the West Philadelphia center is attended by some non-gang youths ("we don't want to give the idea we're rewarding gang behavior," Wilcox says), all those at the north center belong. The facility is in the DeMarcos' turf (territory), but members of the Moroccos and 24th and Redner also show up. Thus far they have co-existed peacefully.

Fowler, too, feels the talk classes could play a vital role in getting the youth together.

"They've only been going on for six weeks, but we can see progress," he said. "Today we can talk to them. Before we couldn't do that. When they first started coming, we'd make a statement and they'd just walk out. Now they'll listen.

"We don't dictate what they talk about. We let them express their own selves. But we try to guide it somewhat. We ask them, 'What are you gonna be doing two years from now? Can you find employment as a gang fighter?'"

Checkers, Pool

He took his visitors on a tour of the center. The talk class was over, and on the second floor 15 youths were watching two others shoot pool. In an adjoining room some checkers games were in progress.

On the third floor, in the center's classroom, Fowler reminisced about the time he was dating a girl who lived in the Moroccos' turf.

"When I came outside one night, I saw they had set my car on fire," he recalled, shaking his head.

Fowler said one of the major worries of the gang youths was this: "If I go straight, will the other gangs respect me or will they pounce on me?"

"We honestly just don't know," he said.

Occasionally a few girls attend the talk classes, and Fowler hopes they will straighten out the gang members' attitude toward the opposite sex.

"They don't know nothing about girls except beating them around," he said. "We tell them, if you keep beating them, these girls are really gonna show it. It's just like banging a new car all the time. It's not gonna look new very long."

ıe Philadelphia Inquirer

MONDAY, NOVEMBER 18, 1968

2 N. Phila. Gangs Keep Truce for 26 Weeks After 3 Killings

By EDWARD N. EISEN
Of The Inquirer Staff

IT HAS BEEN 26 weeks now that the Morroccos and the Tenderloins have tried not to kill each other.

The truce is uneasy and it has not lasted long enough to prove anything, but for two North Philadelphia gangs which have hated each other for 21 years—long enough for sons to take their fathers' places in the ranks—the pause is significant.

Three murders last spring prompted the truce and it was agreed to at a dramatic meeting on the Lemon Hill in Fairmount Park. But this month a fight over a girl led to a clubbing and then a stabbing and brought the gangs again to the brink of open warfare.

"I can't predict how long we can cool the hostilities," said Melvin Floyd, a man of many roles who was a central figure in the Lemon Hill pact of May 31.

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FLOYD is a police officer, Baptist minister and resident supervisor of Teen Haven, 3011 Mt. Vernon st. where he lives with his wife and three children.

He was prompted to call a summit meeting of the gang leaders after the three murders in a 30-day span.

Arthur (Lilman) Frye, a member of neither gang, was gunned down in April two blocks from his home in the heartland of the trash-strewn North Philadelphia ghetto. He was 11 years old.

Four days later Clarence Perry, 19, a member of the Tenderloins, was felled by three shots from an M-1 rifle. And in early May, Willie Lewis, 15, was shot to death.

The deaths were compounded by the fact that scores of others—young and old, white and black—have been killed or maimed over the years in gunplay between the two Negro gangs.

Floyd, 33, once a zip gun carrying member of the 12th and Oxford sts. gang, had a personal interest in seeking an end to the bloodshed since his third-floor apartment is in the midst of Tenderloin "turf."

A policeman for nine years, he is attached to the community relations squad. Sundays, he is assistant pastor at Fellowship Baptist Church, 65th ave. and 21st st.

Most important, Floyd has a rapport with the two gangs. He understands their needs, their desire to "protect" their little plot of ground in the ghetto, a street corner.

A member of the Morroccos said simply: "Mel is the only guy I know who could take us into Tenderloin territory and we wouldn't get hurt."

Floyd spoke at the funerals of two gang members and decided to act.

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HE insisted that nothing short of a truce, even for a day, could stop the killing. He began preliminary talks with key members of the two gangs.

Police and members of the community warned a truce wouldn't last. There had been 19 of them in 21 years. Each had ended in a fresh killing.

But Floyd wouldn't be swayed. There were three weeks of face-saving meetings with key gang members. Then a "pre-summit" meeting was held in an ice cream parlor at 33d and Dauphin sts. When the session was over, six members of each gang left with Floyd, their stomachs filled, their faces smiling.

"Everyone agreed a truce was needed," said Floyd. "The problem was making it work." The answer came on May 31 as a light rain fell and 10 members of each gang—there are 120 Tenderloin members, 200 in the Morroccos—assembled on neutral territory, Lemon Hill Fairmount Park.

The crux of the unwritten pact was that there would be no socializing between the two gangs during the truce. The past had shown too clearly that friendly mixing wouldn't last.

The gangs left the meeting in peace, each knowing where they could get their hands on hidden arsenals of zip guns, homemade gasoline bombs, knives and old pistols should the fray resume by nightfall.

But it didn't. And the weapons remained in their hidden lots and back alleys while jobs for 100 gang members were found at places like Hahnemann and Temple University Hospitals.

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IN July, Temple University coed Kitty Caparella, a 22-old journalism major, organized Dig This, a newspaper serving the community. The 30 staffers of the tabloid consisted mainly of members or former members of the Morroccos.

Will the truce last? Ron Hank, a member of the Morroccos, put it this way the other day:

"So long as everyone minds their own business we can all live through this one."

FIELD OPERATIONS

JAMES A. HENSON, *Director*
City Hall Annex—Room 830
MU 6-6110

Provides:

Family and Children's Casework Services
Aggressive and Intensive Casework and Counseling
Requests received from:
Parents — Schools
Social Agencies — Police
Individuals

East Central Office—MA 7-0826

Stevens School—13th & Spring Garden Sts.
Boundaries: Market to Lehigh Ave.
Delaware River to Broad St.

West Central Office—MU 6-2650

1421 Brown St.
Boundaries: Market to Lehigh Ave.
Schuylkill River to Broad St.

North Office—VI 3-7640

Town Hall—Germantown Ave. & Haines St.
Boundaries: North of Lehigh Ave.

South Office—WA 2-2080

Bartlett School—11th & Catherine Sts.
Boundaries: South Phila.—River to River

Northwest Office—BA 2-4077

M. Washington School—44th & Aspen Sts.
Boundaries: West Phila. - North of Market St.

Southwest Office—SA 9-6285

Mitchell School—56th & Kingsessing Ave.
Boundaries: West Phila. —South of Market St.

Project Human Renewal—MU 6-2694

1421 Brown St.
Boundaries: Spring Garden St. to Lehigh Ave.
Front St. to Schuylkill River

COMMUNITY SERVICES

EARL E HOLLINGSHED, *Acting Director*
City Hall Annex Room 821
MU 6-6107

AREA YOUTH WORK UNIT

Provides:

Direct services to hostile neighborhood youth groups

City-wide planning and coordination of services

Help in determining community needs

YOUTH REFERRAL PROGRAM—MU 3-6112

Provides:

Counseling for troubled youth and their families

Community Organization

Utilizes volunteers through Parent Youth Aid Committees

St. Vincent De Paul Society

Teacners Sodality

• • •

Jointly sponsored with Juvenile Aid Division of the Police Department

NEIGHBORHOOD YOUTH CORPS

HAROLD GRAHAM, *Director*
City Hall Annex—Room 223
MU 6-2780

Job Training Program

Male and Female
16½—21½ School Dropouts

PLACEMENTS:

City, State and Federal Government Installations

AREAS OF TRAINING:

Clerical
Nurses Aides
Child Care
Mechanical Trades

EDUCATION COURSES:

General Education Equivalent Diploma
Operation Alphabet
Standard Evening School
College Prep

PROJECT VALUE:

17½ to 21½
Training in a Governmental Agency
$64.00 week
8 paid holidays
Permanent employment after successful completion of training—higher pay

Appendix 2: The Bopping Game: A Gang War Simulation for the Classroom

A. Description of the Bopping Game

1. The Bopping Game has served in Puerto Rican Harlem for the last several years as one substitute for gang warfare. It temporarily relieves aggressions in a relatively harmless fashion. Its purpose in the classroom is to give the students a sense of what a fight might be like, without subjecting them to any serious danger.

2. Have the boys in the class divide themselves up into two teams. Push chairs and desks to the sides of the classroom, leaving the middle free. Each team member is given a "bopper." A "bopper" is four newspaper pages rolled tightly together to form a long tube and taped so they will not unravel. The boys are to imagine these paper sticks to be lead pipes. The object of the game is to hit members of the opposing gang, as in a real gang fight, and nothing more. Since this is a simulation and the purpose is not really to hurt another person, the participants must abide by certain rules. The rules are:

    a. The "fight" begins when the teacher blows a whistle (or any other signal).

    b. Fighters cannot hit each other on the head, neck or groin.

c. Participants must stay within boundaries defined by teacher. (Make sure they don't jump on desks to get away from an attacker.)

d. The "fight" ends when the teacher gives the signal. It must end <u>immediately</u>. Stress <u>immediately</u>.

3. About a minute or two before the game is to begin ask the "gangs" to separate and go to opposite sides of the room. They are told they have approximately one minute to plan strategies for attack (e.g., to attack immediately in full force; to send two boys out to attack and hold others in reserve until needed, etc.). When time is up, the teacher goes to each gang and explains the rules, making sure all questions are answered. After this, the teacher may begin the "fight."

4. Tension and excitement will run high. The girls are to be discouraged from cheering for the tone of the fight should be as serious as possible. The teacher can give the girls the task of trying to observe any behaviors on the part of the boys that represent feelings of anxiety, nervousness and the like (e.g., taking deep breaths, walking around quickly).

5. The actual "fight" should not last more than 20 seconds. The time is purposely short so that the enthusiasm of the kids does not get out of hand.

6. When the signal is heard to end the "fight", the students must drop their "boppers" to the floor, grab a chair and sit in a big circle to begin discussion about what they felt. The teacher collects the "boppers".

B. How Can the Bopping Game be used in the Unit?

1. The Bopping Game is not a lesson in itself. It is a tool with which the teacher can supplement and dramatize his material on gangs. There are numerous ways to use the game. The following is only one example:

Play the game as an introduction to Part B of Lesson #2, "The Risk of Bodily Harm."

After the students are sitting in chairs in a circle, the teacher asks them what they felt. Comments seem to range from "It was fun" to "I felt nervous." One statement that usually comes out is "Those paper pipes really hurt!" The teacher should pick this up and ask how much fun they think a real fight would be? If paper pipes raised welts on their skin, ask them to imagine how real pipes would feel. Tell them to think about that as they move their desks and chairs back into place.

Then hand out Worksheet #1 and move into the information in Part B by saying something like, "Okay, we have seen from our discussion

that some people were nervous and anxious in the beginning of the 'fight' and some people got hurt during the 'fight'. That is what happens in real gang fights. A lot of you felt the game was fun, and that is the main difference between the game and the real thing. In the real thing you can get seriously hurt and that is never any fun; it's not even cool. We will talk about how risky gang fighting really is now."

C. Some Further Remarks about the Bopping Game

1. Some teachers do not want to try the game for fear of its getting out of hand. It has been the experience of teachers who have tried it that if the rules are strictly followed, the game is kept at 20 seconds or less, and the students know the teacher means business, the game will not be difficult to control. However, each individual teacher must make the decision.
2. The "Bopping Game" is a high risk proposition. It will either be a great success or fail miserably; there is no in-between. The measure of success is not whether the students like the game (they usually do), but whether or not they realize the little hurt they received in the game can in no way be compared to the bodily hurt they can suffer in a gang fight. The game is fun because no one really gets hurt; a real gang war is not fun because someone can really get hurt. Sometimes the excitement of the game is so overpowering that the objective is lost or the opposite of the

objective is actually achieved--gang activity is encouraged.

3. After the boys have played the game, the girls might want to give it a go. Explain to them that gang fighting is usually done by the boys and that is why they alone are put through the game. If the girls still want to try it, promise them a time after school or early the next morning. To give them a chance to play right after the boys, would reduce the effectiveness of the discussion. The teacher should capitalize on the discussion when the boys are hot from the fight, when they can express their feelings about what just happened without delay. It will be a learning experience for the girls just hearing the boys. Naturally, the girls should comment on what they observed.

Appendix 3: Terms Used by Many Gang Members in Philadelphia

blitz - a quick attack in which two or three boys go into another gang's territory, seek and find a target (usually a member of the opposing gang), attack, and get out rapidly.

cap - to shoot; to fire a weapon

capper's - the person who shoots

capping - shooting

checkholder - the person responsible for keeping the corner boys in line; he informs the runner or second runner of the activities of the corner boys.

corner - the street corner on which the gang meets, and from which it may take its name. At times the gang itself may be called a "corner."

corner boys - the gang members who do not carry leadership positions in the gang.

corner gun - a gun considered to be the property of the entire gang and not of one particular member, though it might be kept at the house of a given member. Gang members believe that because the gun belongs to the whole gang, no one member can be blamed for a shooting--responsibility is carried by the group. Legally, of course, such is not the case.

draft - to force a person by intimidation into a gang against his will.

duckin' - fighting

fair one - a fair fight, in which fighting is done with fists only, with no weapons. A fair one usually involves only two people.

heart - courage; guts; nerve

heat - a gun

iron - a gun

juiced up - intoxicated on alcoholic beverages, usually wine.

juniors - a name given to one of the levels in the gang hierachy, usually boys 14 - 16 years of age.

kangaroo court - a "court" which tries and sentences gang members who have violated some "rule." Violators are often punished by forcing them to run a gauntlet of fellow members beating them with fists or weapons.

midgets - a name given to members of one of the levels in the gang hierachy, usually boys 12 - 14 years of age.

old heads - the name given to the highest level in the gang hierachy, usually young men between the ages of 18 - 23.

pluck - wine

pygmies - potential gang members, usually under the age of 12 years.

rod - a gun

rumble - an all out gang war; a fight between two gangs that involves a minimum of five boys on each side.

runner - the leader of a gang. Each level in the gang hierachy has a runner. The runner of the "Old Heads" has authority over the younger runners. A boy is chosen runner usually because he has the most "heart" in the gang. For exampe, he is not afraid to shoot someone. He must be able to talk "bad," fight well, and in general to live up to the gang's norms of violence and conquest. The runner is responsible for deciding where the action is, what weapons are needed, and how and where to get the weapons.

scouts - gang members that go ahead of the main gang to a rumble to protect against surprise attack.

seniors - a name given to members of one of the levels in the gang hierachy usually boys 16 - 18 years of age.

stomp - an attack by three or four gang members against one person for no specific reason other than to beat him up. Usually the victim is a member of another gang, but need not be. He may be an innocent party or even a member of one's own gang.

second runner - the runner's second in command. He takes over the runner's responsibilities if the runner is absent.

swiggetts - potential gang members, usually under the age of 12 years; synonymous with "pygmies".

turf - the area claimed by a gang. Other gangs are not allowed to enter a given gang's territory without express permission.

warlord - a gang leader. In some gangs the head man is called the "warlord" instead of the "runner." In others, the warlord is second or third in command, responsible for certain fighting matters only.

war council - a meeting at which an imminent fight or some form of retaliation against another gang is discussed and planned.

war party - a group of two or three gang members who perform a blitz.

young boys - a name given to members of one of the levels in the gang hierachy, usually incorporating the juniors and seniors, ages 14 - 17.

zip gun - a home-made gun made out of a piece of pipe or car aerial, a block of wood, rubber bands or a spring, friction tape and a door latch.

	GANG	AREA	FOES	MEMBERS	STATUS
1.	2-4 Counts	25th to 27th - Passyunk-Snyder	Hill P.J.'s	25	Sporadic
2.	P.J.'s	25th to 27th - Passyunk-Snyder (Claims same territory as 2-4 Counts)	2-4 Counts 22nd & Greenwich	30	Active
3.	5th Street	3rd to 7th Street Federal to South	13th Street	45	Active
4.	13th Street	9th to Broad Street Christian-South	All gangs in South Phila.	60	Active
5.	5th and Porter	4th to 6th Street Moore to Porter	7th Street	25	Sporadic
6.	7th Street	Mifflin to Wolf 5th to 8th Street	5th and Porter	30	Active
7.	15th and Clymer Street	Broad to 17th Washington-South	13th Street	30	Active
8.	19th and Dorrance Street	19th to 20th Street Reed to Dickinson Street	None at this time	40	Sporadic
9.	21st and Titan St.	19th to 22nd Street Reed-Washington Avenue	13th Street	20	Active
10.	22nd and Greenwich Street	22nd to 24th Street Wharton-Watkins Street	Roads P.T.'s	25	Active
11.	22nd and South Street	17th to 23rd Street Washington-South	13th Street	45	Active
12.	20th and Carpenter Street	22nd to 25th Street Washington-Carpenter Street	None at this time	20	Sporadic
13.	2-T-6	26th to 30th Street Wharton to Moore	Taylor Street P.J.'s	25	Sporadic

*This list, dated May 13, 1968, is reprinted with permission of the Gang Control Unit, Philadelphia Police Department.

	30th and Tasker Street	26th to 33rd Street Morris to Reed Street	Any gang from outside their area	30	Sporadic
15.	Roads	25th to 30th Street Wharton to Grays Ferry Avenue	13th Street Taylor Street	25	Active
16.	Taylor Street	23rd to 25th Street Tasker to Federal Street	Roads 2-T-6	25	Sporadic
17.	Wine	20th to 21st Street Christian to Washington Avenue	22nd and South Street	20	Sporadic
18.	20th Street	20th to 22nd Street Gerritt to Watkins	Have several corners but will band together	70	Active
19.	10th and Carpenter Street	10th to 9th Street Washington to Christian Street	Any gang in South Phila.	10	Sporadic
20.	12th and Poplar	8th to 12th Street Green to Girard Avenue	Moroccans 12th and Oxford	50	Active
21.	T.G.O.'S	Broad to 13th Street Fairmount to Parrish	12th and Poplar	20	Sporadic
22.	16th and Wallace Street	Broad to 20th Street Fairmount to Spring Garden St.	Moroccans	20	Active
23.	Moroccans	Broad to 20th Street Fairmount to Girard Avenue	12th and Poplar 16th and Seybert	75	Active
24.	16th and Daupnin	Broad to 18th Street Lehigh to Susquehanna Avenue	21st and Norris	30	Active
25.	21st and Norris	19th to 22nd Street Susquehanna to Berks Street	16th and Dauphin Valley	40	Active
26.	28th and Montgomery	24th to 27th Street Columbia to Montgomery	Valley DeMarco's 28th and Oxford 30th and Norris	50	Active
27.	2-9-D'S	28th to 32nd Street Norris to York	30th and Norris	30	Active

	30th and Norris	30th to 33rd Street Susquehanna to Montgomery	Valley 32nd and Turner 28th and Montgomery	30	Active
29.	32nd and Turner	31st to 33rd Street Columbia to Oxford	30th and Norris	25	Active
30.	L.T.'S	29th to 33rd Street Huntingdon to Lehigh	Village	45	Dormant
31.	Village	24th to 27th Dauphin to Cumberland	L.T.'S	60	Sporadic
32.	Valley	Broad to 26th Street Columbia to Diamond Street	15th and Oxford 30th and Norris	250	Active
33.	15th and Oxford	Broad to 18th Street Columbia to Jefferson Street	16th and Montgomery 21st and Montgomery 19th and Montgomery	20	Active
34.	DeMarco's	20th to 25th Street Thompson to Columbia Avenue	21st and Montgomery 28th and Oxford	45	Active
35.	19th and Harlan	18th to 20th Street Jefferson to Columbia Avenue	Valley 21st and Montgomery	30	Active
36.	16th and Seybert	Broad to 18th Street Girard to Jefferson Street	Moroccans 12th and Poplar	40	Active
37.	2-4-R'S	24th to 25th Street Oxford to Jefferson	28th and Oxford	25	Sporadic
38.	28th and Oxford	22nd to 32nd Street Girard to Oxford Street	DeMarco's 24th and Redner	20	Active
39.	M.M.F.	8th to Broad Street Lehigh to Clearfield	Zulu Nation	30	Active
40.	Camac and Butler	10th to Broad Street Erie to Hunting Park	None at this time	20	Sporadic
41.	Uptown Norris	6th to 10th Street Somerset to Allegheny	None at this time	50	Sporadic

42.	8th and Diamond	6th to Broad Street Berks to York Street	8th and Oxford Zulu Nation	100	Active
43.	8th and Oxford	5th to Broad Street Jefferson to Berks	8th and Diamond 12th and Poplar	60	Active
44.	Zulu Nation	Front to 7th Street Columbia to Lehigh	M.M.F. 8th and Diamond	200	Active
45.	Stars	2nd to 5th Street Diamond to Huntingdon	None at this time	50	Dormant
46.	Soul Diplomats	2nd to 5th Street Diamond to Huntingdon	None at this time	25	Sporadic
47.	Sommerville	Chew Avenue to 21st Street Chelten to Ogontz Avenue	Dogtown Haines Street	200	Active
48.	Dogtown	Gorgas Lane to Walnut Lane Chew to Germantown Avenue	Sommerville Haines Street	75	Active
49.	Pulaski Town	Queen Lane to Chelten Avenue Pulaski to Wissachickon Avenue	Sommerville Haines Street	30	Dormant
50.	Haines Street	Germantown Avenue to Belfield Ave. Walnut Lane to Chelten Avenue	Dogtown Sommerville Brickyard	60	Active
51.	Brickyard	Penn to Logan Street Germantown Avenue to Rubican St.	Haines Street	40	Sporadic
52.	Clang	68th Avenue to 65th Avenue Ogontz to Broad Street	Sommerville	75	Active
53.	15th and Venango	Broad to 17th Street Erie to Tioga Street	M.M.F. 21st and Westmoreland	35	Active
54.	23rd and Atlantic	Hunting Park Avenue to Ontario 21st to 23rd Street	21st and Westmoreland	30	Active
55.	21st and Westmoreland	Broad to 22nd Street Lehigh Avenue to Westmoreland	23rd and Atlantic 15th and Venango	50	Active

	39th and Aspen	39th to Union Street Aspen to Brown	36th and Market Empire 41st and Brown 43rd and Pennsgrove	35	Active
57.	Theta Phi Omicrons	33rd to 34th Street Haverford to Mantua Avenue	36th and Market	20	Active
58.	36th and Market (This gang moved but still carries the old corner's name)	51st and Sansom	39th and Aspen 34th and Haverford	40	Active
59.	Empires	35th to 36th Street Haverford to Wallace	39th and Aspen	20	Active
60.	41st and Brown	41st Street - Fairmount-Brown	39th and Aspen	20	Active
61.	43rd and Penns-grove	40th to 43rd Westminster to Mantua Avenue	39th and Aspen June and Parrish	15	Active
62.	Coast	57th to 60th Street Spruce to Market Street	Moons Cedar Avenue	30	Active
63.	Cedar Avenue	55th to 57th Street Baltimore to Cedar	Coast Creeks 49th and Woodland	25	Active
64.	49th and Woodland	48th to 50th Street Upland to Chester Avenue	Cedar Avenue	30	Sporadic
65.	60th and Webster	59th to 60th Street Christian to Pine	Creeks 49th and Woodland	20	Active
66.	Moons	58th to 63rd Street Market to Jefferson	Coast	50	Active
67.	June and Parrish	June to 48th Street Parrish to Brown	43rd and Pennsgrove	20	Dormant
68.	Lansdowners	54th to 58th Street Lancaster to Lansdowne	Moons	20	Sporadic

69. Creeks	61st to 63rd Street Cobbs Creek Parkway to Christian	Cedar Avenue Coast	20	Dormant

Summary, May 15, 1968: 46 Active, 18 Sporadic and 5 Dormant gangs for a total of 69 gangs with estimated total membership of 3,020.

Appendix 4 (Continued)

In early 1970, the Youth Conservation Services of the Philadelphia Welfare Department published a list that included 41 gangs which did not appear on the May, 1968 Police Department list. The Gang Control Unit of the Police Department reported in April, 1970 that the number of gangs has not substantially increased since 1968 (approximately 75-85 gangs).

Then why the discrepancy between the Y.C.S. and Police Department statistics? The Y.C.S. list includes many "dormant" gangs, which are not found in the police list. The Police Department is concerned almost exclusively with sporadic and active gangs, but the Y.C.S. must also work with groups of boys who are not in trouble with the law, but have the potential of becoming law breakers.

Since it is somewhat difficult to pinpoint groups of boys who have the potential to become "hard" gangs, this unit has included only sporadic and active gangs in its figures.

So that the teacher will have full information to correct Worksheet 2, Question 1 in Lesson #1, the additional gangs listed by Y.C.S. are given below. The Y.C.S. list does not provide information concerning the size of membership, names of foes or gang status. One can assume, however, that most of the groups are "dormant" gangs. Unless the gang name and location are the same, the location of a gang is given in parentheses.

1. 31st and Reed
2. 20th and Dickinson Streets
3. 2-S-6 (26th and South Streets)
4. 2-E-6 (26th and Earp Streets)
5. 2-M-1 (21st and Morris Streets)
6. Hill Gang (31st and Mifflin Streets)
7. Toppers (not listed)
8. Main Streeters (not listed)
9. Black Bridge (not listed)
10. Centaurs (not listed)
11. Counties (not listed)
12. CC Counts (not listed)
13. 31st and Montgomery Avenue
14. 28th and Oxford Streets
15. 31st and Cumberland Streets
16. Cambria Streeters (20th and Cambria Streets)
17. Cool World Valley (not listed)
18. 58-W's (58th and Willows)
19. Wallace Streeters (12th and Wallace Streets)
20. Twine Debs of Soul (Chelten and Ardleigh Streets)
21. Da Nang Delta (Chelten and Ardleigh Streets)
22. Black Volunteer Society (13th and Fitzwater Streets)
23. East Siders (Roxborough)
24. 32nd and Haverford Avenue
25. 58th and Whitby Avenue
26. 56th and Chester Avenue
27. Mill Creek Area
28. 42nd and Mantua Avenue (Girls)
29. 23rd and Diamond Streets
30. 25th and Diamond Streets
31. Upsetters - 24th and Master (Girls)
32. Fishtown-Lutheran Center Minis (Girls)
33. Fishtown-Lutheran Center Minis (Boys)
34. Venice Islanders (Northwest Philadelphia)
35. Mayfair Area (Northwest Philadelphia - Boys)
36. Mayfair Area (Northwest Philadelphia - Girls)
37. 3-T-0 (South Philadelphia)
38. 7th and Morris Streets
39. 2nd and Harps Streets
40. Hawthorne Area (Girls)
41. Wilson Park (Girls)

Appendix 5: Resources in Philadelphia that Help to Prevent Gang Violence

What follows is a partial list of some of the public and private organizations in the city of Philadelphia which offer direct services bearing on one or another aspect of the gang problem. Most of the information on this list comes from the Crime Commission Report entitled "Gang Violence in Philadelphia" (July, 1969; pp. 29-32).

The most thorough catalogue of resources, published by the Health and Welfare Council, is the Directory: Community Services in Delaware, Montgomery and Philadelphia Counties (1969). The Directory is located in the Public Documents section of the Free Library; it may be purchased for $7.00 from the Health and Welfare Council, 1617 John F. Kennedy Boulevard, Philadelphia, Pa. 19103 (LO 8-3750). The council has area offices all around Philadelphia; the office in your area might be able to provide you with a list of services for your particular section of town.

Some resources mentioned below are not listed in the Philadelphia telephone book. The Health and Welfare Council's Directory includes the address, phone number, and director's name for each organization.

Youth Conservation Service

The Youth Conservation Service is a division of the Philadelphia Department of Public Welfare. Among its responsibilities are the following: (1) to administer an Area Youth Work Unit, whose area youth workers attempt to steer gang members into constructive activities; (2) to

coordinate services and plan with youth-serving agencies on problems relating to hostile youth groups; and (3) to operate a Neighborhood Youth Corps Program, which provides job training with pay and schooling for high school drop-outs. Your School Community Coordinator should be able to arrange for an area youth worker to address your class. If the Coordinator cannot do this for some reason, then Mr. Earl Hollingshed, Acting Director of Community Services, which includes the Area Youth Work Unit, might be helpful. His telephone number is MU 6-6107. Mr. Harold Graham is Director of the Neighborhood Youth Corps and can be reached at MU 6-2780.

Settlement Houses

Most settlement houses offer a variety of services, including counseling, job guidance, recreation, informal education, campting and intergroup relations. The following settlements are located in Philadelphia:

Diversified Community Services
Friends Neighborhood Guild
Germantown Settlement
Houston Community Center
The Lighthouse
Lutheran Settlements
North Light Boy's Club, Inc.
United Neighbors Association
University Settlements
Wharton Centre
Teen Haven

Recreational Agencies

The Department of Recreatio (MU 6-7600) is responsible for providing a comprehensive and coordinated program of cultural and physical recreational activities. The department operates thirty-nine recreation centers, about 100 playgrounds, several score public parks and squares and a number of swimming pools. The locations of all these facilities are listed on pages 42-48 of the 1969-1970 City Manual (free copies available from the Procurement Department, Division of Public Information, Office of the City Representative, 13th floor of Municipal Services Building, MU 6-4755).

The Police Athletic League (PAL) is an non-profit organization which provides recreational and character-building activities at twenty locations throughout the city. For speakers, call Sergeant Ferlong at GA 6-5206, Rizzo P.A.L. Center, Belgrade and Clearfield Streets, Philadelphia, 1934. A list of PAL locations is included at the end of this appendix.

The Boy Scouts of America (LO 4-2540), Big Brothers of America (LO 7-2748), Young Men's Christian Association (LO 9-1400), American Youth Hostels, Inc. (HA 4-0377) and Boys' Clubs of America (BA 5-6688) all run youth programs which include recreational activities.

Employment and Training

Like the Youth Conservation Service, the Board of Education runs a Neighborhood Youth Corps program, but the Board's program is geared for young people who are still in school rather than for dropouts. During the school

year 1,100 participants in the program--who must be at least 15 years old--work 10 hours a week at $1.45 an hour. During the summer the program expands to take in between 2,500 and 3,000 students. If you are interested in looking into the program for some of your students, your school counselor should have all the details. If not, call the director of the program, Mr. Lewis Goldstein, at BA 9-1342.

Philadelphia has a number of public and private programs designed to provide the hard core unemployed with job preparation and placement. These programs are not for young people who are still in school, but students should at least be aware that such programs do exist. Some are listed below; others may be found in the Directory.

BES	Bureau of Employment Security
WIN	Work Incentive Program
JOBS	Jobs in the Business Sector
NAB	National Alliance of Businessmen
MEAT	Manpower, Education and Training
OIC	Opportunities Industrialization Centers
NAA	Neighborhood Assistance Act
MDTA	Manpower Development and Training Act
CEP	Concentrated Employment Program
HRD	Human Resources Development
BVR	Bureau of Vocational Rehabilitation

Neighborhood Resources

As noted in the Crime Commission Report,

> Though huge city-wide efforts and planning are necessary, the basic strength in the struggle against gang violence lies with the people in the neighborhoods, and in the leadership offered by grass roots organizations such as: the Young Great Society, the Germantown Community Council, and by the fraternal organizations, settlements and churches located close to the problem.

Therefore, be sure to check with your School-Community Coordinator or Area Youth Worker for neighborhood resources that may not be listed in city catalogues.

POLICE ATHLETIC LEAGUE
OF PHILADELPHIA
GA-6-5206

SGT. VINCENT E. FURLONG--EXECUTIVE DIRECTOR

PAL CENTER	LOCATION	PHONE NO.	SUPERVISOR & NO.
1st	SW 22nd & Snyder Avenue	HO-8-9018	MEO, ERNEST #2862
9th	1520 Green Street	LO-7-4332	SCHORR, LEONARD #3873
16th	39th & Lancaster Avenue	MU-6-3160	O'DONNELL, JOS. #3110
17th	20th & Pemberton Sts.	KI-5-5535	KELLY, HOWARD #4918
22nd	SW 29th St. & Lehigh Ave.	BA-8-2220	BARNES, HAROLD #1350
23rd	2202 W. Columbia Avenue	PO-9-9509	DUGENT, HAMMOND #3930
25th	NE Howard & Ontario Sts.	NONE	SCHWARTZ, JOS. #1777
26th	1004 North 5th Street	MA-7-9223	THOMSON, THOS. #5707
35th	York Rd. & Champlost St.	MU-6-3350	ALLEN, PHILIP #6468
39th	22nd & Hunting Park Ave.	BU-6-3390	SIANI, RICHARD #5287
Allen Ballard Center	130 W. Seymour Street	GL-5-2192	MARCUS, WOODIE #5803
Cobbs Creek Center	6016 Vine Street	SH-7-0351	HAGAN, FRANK #1818 JOHN
John P. Crisconi Ctr.	SE Broad & Jackson Sts.	FU-9-2480	DE LAURENTIIS #3258
Samuel H. Daroff Ctr.	55th & Pentridge Sts.	SA-4-4138	WADE, LEROY #5313
Drum & Bugle Corps	235 W. Clapier Street	JE-5-5035	BELL, WALTER #1460
Larry J. Gibbons Ctr.	6901 Rising Sun Avenue	PI-5-6465	YOUNG, JOS. #5622
Hicks Center	4253 Frankford Avenue	CU-9-9030	BORMUTH, THOS. #3946
Logan Center	11th & Rockland Streets	DA-4-9252	POTTER, FRED #1712
Overbrook Center	61st & Columbia Avenue	TR-7-1284	MASON, CLAUDE #4503
E. Washington Rhodes	57th & Christian Sts.	SH-7-7454	MARTIN, WM. #6098
Comm. Frank L. Rizzo	Belgrade & Clearfield	GA-6-6583	SCHIMMEL, PETER #269 ZELL, ROBERT #4447
Tacony PAL Center	6726 Keystone Street	DE-8-4504	McCloskey, Jos. #296
Talent-Boxing	4253 Frankford Avenue	CU-9-9030	WOLF, FRANK #4410
PAL Headquarters	Belgrade & Clearfield	GA-6-5206	GOLA, JOS. #5641 HASS, HERBERT #2462

Appendix 6: An Annotated Bibliography of Short Stories Related to Gangs

The stories listed below are drawn from sources that are generally available in the public schools (reading, social studies or English departments, the library or the office of the E.I.P. coordinator). The Pennsylvania Advancement School has one copy of each of the selections and they may be borrowed upon request. The story "The Name of the Game" by John Conron, the untitled story by Peter Rosenbaum, the Claude Lewis article, and the cartoon "Some Ways In Which People Defend Themselves Against Prejudice" are printed in full at the end of this appendix.

"Chicken" by Don James in Step Up Your Reading Power by Jim Olsen (New York: Webster Division, McGraw Hill Book Company, 1966).

A short story about two boys racing along an abandoned highway. One boy is killed, the other severly injured. An analogy can be drawn between the drag race and a gang fight: Is the insult of being called "chicken" greater than the risk of being severely hurt or even killed to prove one's bravery? Can bravery be proved in other ways? (5 pages with worksheet questions)

"North Town" by Lorenz Graham in Holt's Impact Series (New York: Holt, Rinehart and Winston, Inc., 1968).

A boy, David, is implicated in an auto theft. An ex-gang leader named Hap is responsible, but David debates with his father whether he should "go down" with Hap in order to ease Hap's sentence. The rationale is that blacks must stick together against the whites and "their" law. David argues that things are as bad in the North for the black man as in the South. His father disagrees. The story ends without the questions raised being resolved. (13 pages)

"Challenged" by Peter Quinn as told to Charlotte Mayerson in Holt's Impact Series (New York: Holt, Rinehart and Winston, Incorporated, 1968).

A one page story about a group of friends who turn down a challenge by a fighting gang to "rumble" and why.

"Durango Street" by Frank Bonham in Holt's Impact Series (New York: Holt, Rinehart and Winston, Incorporated, 1968).

The story of how a boy named Rufus Henry holds off a gang called the "Gassers," but realizes he will have to face them again. Some of the norms of the street become apparent. For example, never talk to a cop "..even if you see somebody beat right before your eyes. 'Cause if you talk, it's you the wagons carting off next time." (13 pages)

"One Against A Gang" by Charles Childs in Springboards, Fiction Learning Program, (New York: Portal Press, Inc., 1968).

A boy uses a zip gun to defend himself against a gang and is arrested by the police. (2 pages including a worksheet)

"Nick and The Gang" in Springboards, Fiction Learning Program, (New York: Portal Press, Incorporated, 1968).

Nick is a football player who heads a social gang. A member, who says his girl has been stolen by a boy in another gang, wants to "rumble." Nick heads off the fight by challenging the leader of the other gang to a boxing match. (4 pages with worksheet)

"The Name of The Game" by John Comron in Springboards, Viewpoints in Fiction, (New York: Portal Press, Inc., 1968).

Set in an inner-city school, the story of a newcomer named Everett who has a run-in with members of a local gang called the Diablos. With the help of his teacher and classmates, Everett begins to understand that those who hurt others are suffering a deeper hurt themselves. (8 pages including worksheet. Reproduced in full at the end of this appendix. Answers to missing words in story in order of blanks: fight, wasn't, didn't, own, face, head, lied, two, hate, worst. Students write in the missing words on their copies as the teacher reads the story. Answers to worksheet: 1. c, 2. a, 3. b, 4. c, 5. a, 6. a, 7. d, 8. c, 9. b, 10. c)

"Young Convicts" by James Farrell in The Way It Is
(New York: Xerox Corporation, 1967)

A story set in the 30's, centering on a delinquent gang of boys ages 8 - 12 who rob gas stations and are finally caught. The boys are children of recent immigrants to America. The boys' attitudes towards school and life and the social and economic condition of their parents are similar to those of many people in the inner city today. (9 pages)

"To Catch A Never Dream" by Bruce King in Scholastic Scope (Sept. 22, 1969, Vol. 11, No. 2; for subscriptions: 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.)

A play about a rumble set up between the North Side Warriors and the Ashland Henchmen. Dancer, a member of the Warriors, meets a girl and decides that after the fight he will quit the gang, return to school and pursue the "never dream": getting out of the ghetto and making it. At the rumble, Dancer gets shot three times. Before he dies, he convinces the leader of the Warriors, Cat, to pursue the "never dream" himself. (7 pages)

"The Alley" by Reginald Rose in Scholastic Scope (Part I in Oct. 26, 1967, Vol. 7, No. 6 and Part II in Nov. 2, 1967, Vol. 7, No. 7.)

A play about Frankie Dane, who wants "to get" Mr. McAllister, a man in the block he suspects was responsible for sending a friend to jail. He convinces two of his gang members to help him kill Mr. McAllister. Meanwhile, Ben Wagner, a social worker, is trying to help Frankie. Richie, Frankie's ten-year-old brother, knows Frankie wants to kill someone. In the end, Ben and Richie are instrumental in preventing the slaying of Mr. McAllister. (12 pages)

"On The Sidewalk Bleeding" by Evan Hunter in Scholastic Scope (March 9, 1970, Vol. 12, No. 6).

The thoughts of a gang member, Andy, as he lies dying in an alley from a knife wound. The central question is one of identity and the meaning of life. He thinks of the importance he attached to being a Real, but now, how small it all seemed in a world he would miss. (3 pages)

Manchild in The Promised Land (abridged version) by Claude Brown in "People Unit", Human Development Lab, P.A.S.

Claude Brown grows up in Harlem. His experiences in reform school, pushing drugs, playing hookey and stealing are discussed as well as why he finally decided to "go straight." (27 pages)

An uncompleted story (untitled) by Peter Rosenbaum, Human Development Department, P.A.S.

A gang of boys are challenged to fight by the Scorpions. Various plans are discussed as to what to do It is up to the reader to complete the story by bringing it to resolution and giving the story a title. (4 pages, reproduced in full at the end of this appendix)

"Gangs" by "L.H." in City Magazine (May, 1968 Vol. 2, No. 3)

A factual description of what some gangs in Philadelphia and other cities have done to help themselves and their communities (5 pages).

"Gangs: Forces for Good, or...?" in Urban World (Nov. 15, 1969, Vol. 2, Issue 6; American Education Publications, A Xerox Company, Education Center, Columbus, Ohio 43216)

A brief discussion of gangs, the article notes that many gang members are debating whether to continue the old ways of street violence or become a constructive force in the community. (2 pages)

"Gang 'Man,' 18, 'Been Running' All His Life" by Claude Lewis in The Evening Bulletin (Sunday, April 19, 1970)

An article in Claude Lewis' column "Like It Is" about a leader of a North Philadelphia gang. "Doc" describes his life as a gangfighter and expresses a desire to quit, but only after a debt is paid. (1 page, reproduced in full at the end of this appendix)

"Some Ways by Which People Defend Themselves Against Prejudice" in Prejudice: The Invisible Wall, prepared by the editors of Scholastic Scope (New York: Scholastic Book Services, 1968).

Eleven defenses against prejudice are presented in cartoon form. The pictures may be used to augment discussion centered

in the homework described in Lesson #2 or to supplement Lesson #4. (2 pages, reproduced in full at the end of this appendix)

"Gang War (Don't Make No Sense)" by The Corner Boys, a 45 RPM Record (2:31) on the Neptune Label (1969).

Students like this record and it has meaning to them. The words of the song are as follows:

Operator, get me the police!
There's a fight out here!
Hey, Butch, let's run, here comes the Man!
Gang war, it just don't make no sense (chorus)
Now you're afraid, you're running away from trouble,
You're runnin' 'cause you hurt your fellow brother.
Fight someone you never seen before,
Now I thought there wasn't much harm in gang war.
Now you've done your part, tried to prove you got some heart.
You didn't prove a thing.
Ridin' home this time, you almost got picked up by the dime.
You're in trouble, boy.
Tell you about this gang war, it just don't make no sense. (chorus)
Now you finally brought your troubles home,
And the law ain't about to leave you alone.
Well, you made a record for yourself this time,
You'll always be suspected of crime.
You want to carry the gun, you want to be the brave one,
You foolish child.
You didn't shoot the shot, but someone's dead in the lot.
Now you're runnin' home, you're afraid about the gang war.
It just don't make no sense, no sense in the world
Listen to me, it just don't make no sense.
We don't want no gang war, we don't want no gang war,
just don't make no sense...

"Gang War (Don't Make No Sense)" can be purchased at any one of the Record Museum stores for $1.06. A copy of the disc on tape is available on loan from the Pennsylvania Advancement School.

167 YOUR NAME_____

THE NAME OF THE GAME

CORNERED!

In the schoolyard at recess, Everett saw Leroy and two of the other Diablos standing together, clapping their hands and stamping their feet to keep warm. Leroy was tough, and he liked to _____. Everett had just moved to the neighborhood a few weeks before. He didn't know many of the guys, but he knew about Leroy and how Leroy liked to fight. And Everett was worried. Leroy and the others kept looking over at him and laughing among themselves.

Everett stood alone, with his back against the cold brick wall of the school, near the door you couldn't open from the outside. He stood and waited for the bell to ring. Then the door would open and he could go inside where it was warm. There wouldn't be any trouble inside.

Wind leaked under his coat collar, and the cold of the asphalt came through the holes in his shoes. He kept his hands in his pockets and tried to keep them from shaking.

Leroy and the others stood in the middle of the schoolyard, while the rest of the guys played touch football around them. Everett didn't play because he _____ much good at football, and nobody wanted him on their team.

In the middle of the schoolyard Leroy and his two pals were smoking a cigarette, taking a drag and then passing it along. They kept the cigarette well hidden from the school windows, so that no teacher would see it. They were talking and laughing and looking at Everett. Then they saw him looking back at them.

Leroy said something to the other two, and they all started walking towards him. Everett looked around. There was no place he could go.

The other guys kept playing football--they didn't seem to see what was happening. Everett _____ want to show that he was scared; they would pick on him for sure. But he couldn't stop shaking.

He wanted to yell to the other guys for help. But he knew nobody would help him.

"You have to fight your _____ fights," they would say. "Everybody takes his lumps." You had to show you could take it.

Leroy stood in front of Everett, frowning. He still had the cigarette cupped in his hand. One of his buddies moved to Everett's left side and one moved to his right. They stood close to him leaning against the wall, looking at him. He was boxed in.

THREE ANGRY MEN

"Who you looking at, man?" Leroy said.

Everett kept quiet.

"I said, who you looking at? You better answer me."

"Nobody," Everett said.

"You was looking at us. You seen us smoking, and you were going to cop out to Mr. Kelleher, Right?"

"No," said Everett. He took his hands out of his pockets and let them hand down at his side.

Leroy's face turned mean. He hissed and flicked the cigarette butt at Everett's _____. Everett ducked, but the hot ashes spattered against the wall and fell on his neck. He yelled and brought up his hand to his neck, trying to brush the ashes off. The other two boys giggled.

"Shut up!" Leroy told them.

Then he turned to Everett. Everett saw the scar on his cheek, and he the eyes glaring at him.

"What do you mean 'No,' man?" Leroy hissed. "You were looking at us smoking, and you were going to cop out on us."

"He's got his fists ready! He wants to fight you, Leroy!" said one of the boys.

Everett kept his arms at his side and uncurled his fists.

"I don't want to fight nobody," Everett said. "Leave me alone, will you? I wasn't going to blow the horn on you. Just leave me alone, man."

Leroy didn't seem to hear him. "Is that so? You got your fists ready to fight me?"

"No," said Everett. His neck was still stinging from the cigarette burns, and he was scared. He had to strain just to keep from crying.

"He's lying to you, Leroy!" said one of the boys. "I saw his hands making fists."

"Just look at that young stud," and Leroy pushed his face up next to Everett's. His face was angry, and his voice was angry, and he looked like he wanted to give Everett a beating.

Suddenly, the recess bell started clanging. Leroy flinched. Mr. Kelleher, their teacher, opened the door near where they stood. Everybody began to run towards the door to get inside.

THE PUNCH

Everett didn't see the punch coming. He was looking at the door when the fist slammed his cheek and knocked his _____ against the wall. He didn't know what had happened for a minute.

Leroy said, "That's just a promise, baby. I'm going to see you later. I'll be waiting for you after school."

Then he and his two pals started walking towards the open door. Everett was crying. His head hurt. They had taunted him and then hit him with a sucker punch before he knew what was happening. They were going to

be at him after school, so it wasn't over yet. And there was nobody to help him.

They were watching him now as the tears ran down his face and spattered on his coat. Through the tears he couldn't help glaring back at them. In his mind, he saw himself punching out at them, decking them all on the asphalt of the schoolyard.

"All right! Line up in a single line!" Mr. Kelleher shouted. "Nobody's going anywhere until everybody gets in line."

Mr. Kelleher hadn't seen what happened. He had been busy trying to get the line formed.

Everett went to the end of the line. While he waited, he brushed his nose and cheeks with the sleeve of his jacket. When the line started to file into school, Mr. Kelleher took him aside. A few of the guys hung around to see what would happen.

"All right," Mr. Kelleher told them, "it's all over. There's nothing to see. Go back to the room."

THE EXCUSE

He turned to Everett. "What's the matter?"

Everett looked down at his shoes and said nothing.

"Did somebody pick a fight with you?"

Everett _____. "I fell down in the schoolyard. I fell down when I was running, and I hit my head."

"Was it Leroy?" Mr. Kelleher asked.

"I fell down," Everett said.

Mr. Kelleher looked as if he had figured out what had really happened, but he didn't say any more about it. He looked at Everett's head.

"Well, you got a little bump there, but there's no bleeding. Listen, Everett, if you want somebody to talk to, come around any time. I mean you've only been here a couple of weeks. It takes a while."

Everett kept looking down at his shoes and taking deep breaths to stop his shaking. Mr. Kelleher looked at him understandingly and said: "You go over there and sit on the stairs till you calm down. Then come up to class."

The teacher closed the outside door and went up to his classroom. Everett sat down on the stairs near a radiator.

When he had calmed down, he got up and went to the classroom. The desks were cleared off, and Mr. Kelleher was talking. He seemed not to notice that Everett had come in, but everybody else turned and watched him take his seat.

A LESSON IN HATE

Mr. Kelleher had a large photograph in his hand; he was talking to the class about it. It had been cut out of a magazine. It showed _____ men punching at a third man whose face was covered by his arms and hidden from the camera. The faces of the two men were contorted and savagely angry.

"What do you think about these two?" Mr. Kelleher was asking. His finger was pointing to the two angry faces.

"They don't look human," one girl said.

"They look like they're about to bust apart," said a boy named Harvey Williams.

"What from, Harvey?" asked Mr. Kelleher.

"From _____, man, from hate," Harvey said. "Those guys look like they're the ones hurting."

Some of the class was staring at Leroy. Harvey said, "Man, I've seen those faces around."

The rest of the class giggled. Leroy was looking down at the floor, and his two buddies were squirming around in their seats.

"Those faces are all around," said Mr. Kelleher. "But most of us are

like that man whose face you can't see in this picture, the man getting hit."

"What's he got going for him?" somebody asked. Everett leaned forward in his seat, anxious to hear the answer. The whole class seemed anxious to hear the answer. Even Leroy looked up.

"I'm not going to try to put you on. I haven't got a real answer," said Mr. Kelleher. "But I do have a couple of ideas that I want you to think about, and we'll talk about them again tomorrow. First of all, I think Harvey's right about these other two men. They're trying to hurt somebody else, but they're actually tearing themselves apart inside. Inside they're in much _____ shape than the man they're hitting, and that's one thing this man has going for him. The other thing he has is a lot of other people in the same boat as he is. They've got to stick together and help each other out. And if they do, they're safe. You think about that, and we'll talk about it again tomorrow."

EVERETT UNDERSTANDS

What Mr. Kelleher said kept Everett thinking all afternoon. It made him less frightened about the idea of Leroy getting him after school. He kept thinking about Leroy's angry face and the angry faces of the two men in the photograph. Inside Everett was tougher than Leroy was, and all the punches Leroy could throw wouldn't change that. Everett was still scared about the fight, but he felt a lot better.

When the last bell rang, Leroy and his pals left quickly without looking at him. Everett took his time getting his coat and his books. When he left, the classroom was empty.

Outside, Leroy was nowhere in sight. Harvey Williams came up to him and said: "You're in luck. Leroy's gone, man."

Everett looked at him, surprised.

"I guess he's thinking over what Mr. Kelleher said. That don't mean you're off the hook forever after, but it won't be today," Harvey said. "It's tough all over, man. We all had to go through what you're going through now. Don't let it get to you, know what I mean? Join the team; it's the name of the game."

"Thanks," Everett said.

"Which way you going, man? I'll walk with you," Harvey said.

Directions: Write the letters for the answers you think are correct in the spaces at the right. Let's see you get them all right!

1. Everett didn't play football because (a) he didn't like the game; (b) he got hurt playing the game; (c) he wasn't good at the game; (d) Leroy wouldn't let him. ____

2. Leroy flicked his cigarette (a) at Everett's face; (b) at Mr. Kelleher; (c) at the waste basket; (d) into the street. ____

3. Leroy's friends (a) stood by quietly; (b) urged him to fight Everett; (c) played football; (d) held Everett's coat. ____

4. Everett hit his head against the wall (a) when he ran to catch a pass; (b) when he ran away from Leroy; (c) when he was hit with a sucker punch; (d) none of the above statements. ____

5. The author suggests that Everett (a) had to show he could take it in a fight; (b) ran away from fights; (c) was a very good fighter; (d) was afraid to fight. ____

6. When Mr. Kelleher asked about the fight (a) Everett lied; (b) Everett told the truth; (c) Everett made no comments; (d) none of the above. ____

7. Mr. Kelleher suggested that Everett (a) go to the principal's office; (b) go to the nurse's office; (c) take up boxing; (d) come talk to him. ____

8. In class, Mr. Kelleher showed a photograph of (a) a football game; (b) a gang war; (c) two men punching at a third man; (d) his new sports car. ____

9. Harvey Williams said the men's faces showed (a) that they were handsome; (b) that they were hurting from hate; (c) that they liked what they were doing; (d) how much they had taken in a fight. ____

10. The main idea of the story is (a) there are worse things than being beaten up; (b) might make right; (c) those hurting others are probably unhappy themselves; (d) things are never as bad as they seem. ____

TITLE:_____ YOUR NAME_____

It was night: dark and windy, and a street lamp gave out its harsh light. Seven boys were standing in the dark shadows of the corner. Despite the cold rain, they were talking earnestly, and they were grouped around a friend, Cool Talk, who was groggy and hardly able to stand up. There was blood on Cool Talk's face and more blood on the sidewalk. Everyone in the group was quivering with excitement and anger. Something had to happen; it was in the air.

"Look at Cool Talk," said Dynamite. "He can't even stand up, they beat him so bad. Blood all over. There must have been ten of them and he was all alone. I've had it. It's the third time this month they've invaded our turf and moved on one of us. I'd rather die than be in a chicken gang. Next thing you know, they'll be after our girls. The streets won't even be safe for our girls. I don't care if they are the Scorpions."

"Yeah, man, you sure talk big," said Squirrel.

Dynamite jumped at Squirrel. "You want to try me, you mamma's boy?" said Dynamite. "I'll show you who just talks!"

Junior stepped between the two guys. "O.K., you two, cut the jive. I didn't see either of you running in there to help Cool Talk fight off those ten guys. Listen to me. We're supposed to be a gang ourselves, a fighting gang. If we don't hang together, the Scorpions will walk all over us tomorrow, no sweat."

The group pulled closer together; the rain kept on.

"Yeah," said Squirrel. "Maybe, but they'll stomp all over us anyway. They'll rub us out. You know they got three times as many guys as we got. Man, they 40 strong, and we hardly got 15 since

they knocked down all them houses on Pollard Street. And the Scorpions got guns. Last week they pulled one of them, too. Now tell me: what are fifteen of us going to do against 40 of them and their caps? Nothing, that's what. I say we try to join the Scorpions tomorrow, or else we quit and just go our own ways."

Dynamite stepped in. "Shut your mouth, you jive cat," he said. "I say we get us some guns and we fight them. Give 'em everything we got. They're big, but they'll scare when they get a few bullets inside them. Like I said, I'd rather fight them than let them get me alone, like they got Cool Talk tonight. I don't know about you cats, but I'm a man.'

A low, gutteral cheer rose from the group, but a lot of guys looked around to see if anyone had anything to say against Dynamite. No one wanted to be accused of being a chicken.

Pops, who had been moved on two weeks before, started to hiss. "You cats sure are dumb," he said. "Fight them. That's just what they want, they they'll get us all at once, easy. I say we make a treaty with the Black Spades. Then we'll make a trap for the Scorpions. They'll come after us for a fight, and the Spades will ambush 'em. I'm not gonna go out there and get jacked up for no reason. I ain't that dumb."

Before anyone had time to react, two bright lights appeared down the block, and the car was moving fast.

"Quick," said Junior. "Let's split. That's the fuzz coming, and they ain't up to no good for us." Everyone tore out fast, almost slipping on the wet pavement. But Cool Talk, who was still bleeding, couldn't run. He fell, and more blood rushed from his mouth. But the Fuzz kept coming. Three guys from the fleeing

gang saw him fall. They turned around, ran back, and picked him up. As quickly as they could, they ran on, pulling Cool Talk with them.

The cop car wasn't far behind. It stopped, and two men jumped out with clubs in their hands. One of them yelled: "Hey! You boys stop." But the three guys pulled Cool Talk along even faster. The cops started to run after them. One cop slipped on Cool Talk's pool of blood, and he fell with his club hitting him in the stomach. He gasped for breath. "Aaaah! Damn, Bruce, let them go. We'll get them next time, and I'm not busting myself to get them tonight with all this rain."

Cool Talk and the three others turned into a dark alley and got away.

Two hours later, the small gang had reassembled in a deserted lot. It was after 1 a.m., but the wind was wild and awake, howling like wolves.

"Damn, that was close," said Squirrel. "Them fuzz almost got us."

"Yeah, they almost did," said Pops. "Between them and the Scorpions, these streets sure are bad."

Just then, a new voice spoke. The guy was thin and sneaky looking. His eyes flashed fire. He said: "I don't dig the fuzz any more than you do. But I say we tell the Scorpions we'll fight, then tell the fuzz the Scorpions are coming, guns and all. The fuzz will take care of the Scorpions for us, catching those cats with guns. Then we'll be the bossest gang in town. Yeah, I say let's tell the fuzz!"

Dynamite screamed: "Tell the Fuzz! I say we fight!"

"That's just what the Scorpions want," said Pops. "I say we make a treaty with the Black Spades. Then make an ambush."

"We won't win even then," said Squirrel. "I say we quit. Each goes his own way. Or else we surrender to the Scorpions and try to join with them."

Just then there were quick footsteps across the field. Another member, Lurch, ran up. "Quick," he said. "The Scorpions sent a guy to Lombard Street. They challenged us to a fight. We gotta tell them now. What are we gonna do?"

The Philadelphia Evening Bulletin
Edition J, Sunday, April 19, 1970,
Section 2, page 1.

Like It Is

Gang 'Man,' 18, 'Been Running' All His Life

By CLAUDE LEWIS
Of The Bulletin Staff

At one time or another we have all heard "experts" talk about juvenile gangs. I recently talked with an 18-year-old expert who is a gang leader in North Philly.

"Doc" has belonged to one of the most notorious fighting gangs in the city for seven years. Now an "old head," he soon will leave his gang.

Every night when Doc gets near his house, he pauses, stops, lets his eyes sweep the area, hunches his back, closes his jacket or coat, and makes sure the bulge under his right arm is plainly visible. Then he proceeds into a rival gang's turf.

Lewis

Although he is slightly built, Doc cuts an awesome figure as he approaches the building where he lives.

Rival gang members often run when they see him because they are certain that on any given night he may have "something" under his coat capable of blowing their heads off.

"That's the way we live," he said the other day. "We don't like it, but that's the way it is. I never knew it to be any different. When I was 11, I joined the gang. You either join or you get your ass whipped. So you join. Then you get used to it and it's your life."

For seven years, Doc has been a gangfighter. For seven years he has been looking out of the corner of his eyes as he walks down the street, before he enters any building, and before he allows a stranger to approach him.

'Hiding, Fighting, Hating'

"I've been running, hiding, fighting, hitting, hating, and going on like that ever since I can remember," he says.

"I'm 18 years old, a school dropout, and I'm tired. Soon it'll be over for me. Soon I'll be able to quit. But you can't quit when there's a debt to pay. They (a rival gang) killed one of our guys not long ago and we got to settle it.

"Then, when the debt is paid, maybe I can get out. I've been looking to quit for a long time. It's like I've been warring against somebody or something all my life."

"Why do you fight?" he was asked.

"Who knows, really? You walk around and nobody pays any attention to you. You figure you need some power, you need some strength. You join a gang for self-protection. You want to play a game of ball and you have to go into a rival turf because there's nothing to do where you live. No facilities, no recreation, nothin'.

"You can't go into another territory alone. So you take a few guys with you. Somebody don't like the way you walk, or the way you dress. Bang. That's it. A rumble, a shooting or knifing, and before you know it, your gang's at war.

"Everybody has a fear of getting shot. But it's like going to Vietnam. You protect yourself. If one of your guys gets shot, you get two of theirs. It goes round and round like that."

"Has black pride made any difference?"

"Well, it means something. But we been warring so long and so hard, everybody is afraid to stop. But mostly, black pride is like a slogan. Nobody really gives a —— about us."

"How do you feel when somebody on either side gets killed?"

"We feel real bad if one of us gets killed. But if one of them gets killed, we don't feel anything. You learn to lose your feelin's early up here."

Source of Guns

"Where do you get your guns?"

"Nobody ever talks about adult delinquents, just us juveniles. We either steal weapons or we buy them from adults.

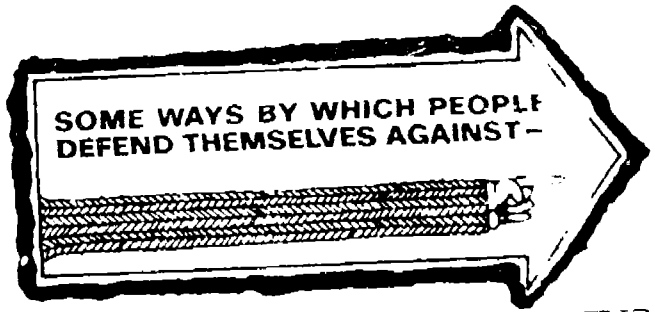
"What about your future? What about your parents?"

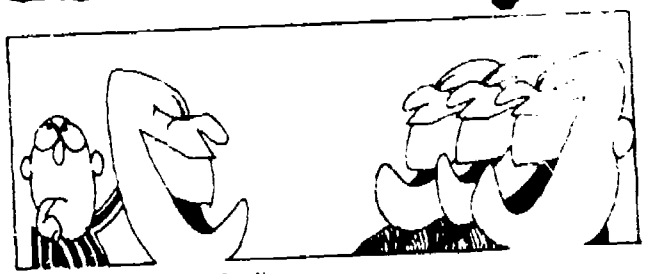
"I never thought about my future. My mother never talked to me about gangs. She never looked into it like she was interested. Even if she did, she couldn't stop it.

"It's not that simple. Its not up to your mother or your father. It's up to the street. If you live in a warring area, you fight or you die.

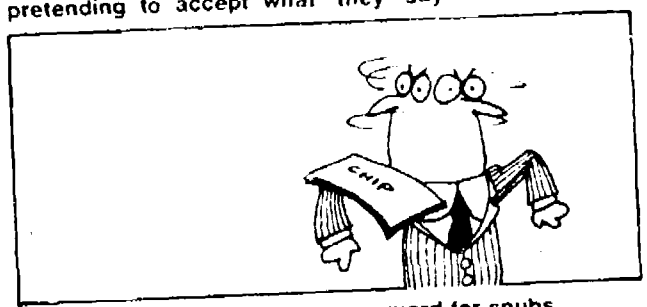
"When guys don't have nothing to do, they fight. When you don't have no programs, you fight.

"When you don't have nothin' to look forward to, you fight. When you say you're scared, you get whipped. So you fight or you die. That's how it is. Ain't nothing else to say. That's how it is."





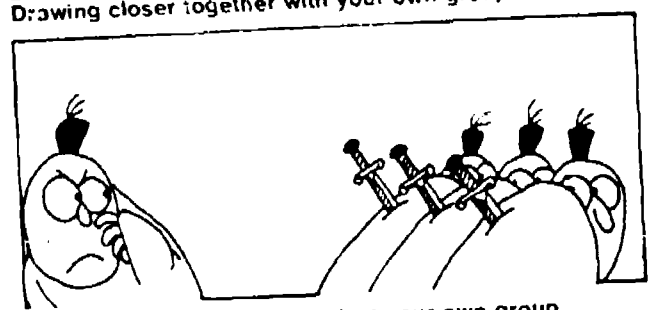
Hiding your true feelings–
pretending to accept what "they" say



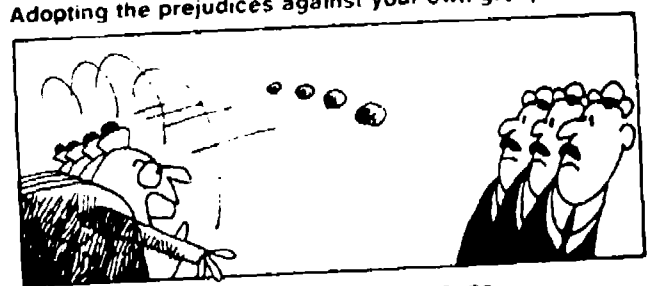
Being oversensitive–always on guard for snubs

Putting up a false front–making use of status symbols

Drawing closer together with your own group

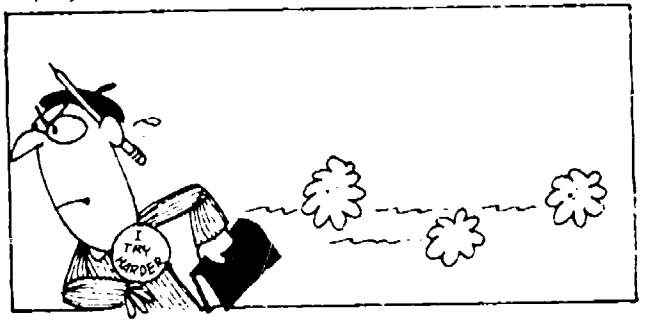


Adopting the prejudices against your own group

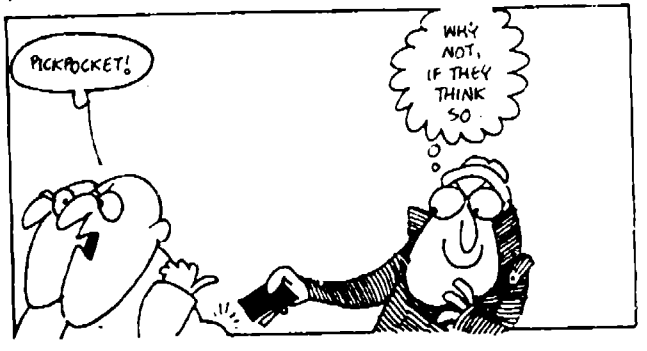


Being prejudiced against other out-groups

Being more tolerant – having sympathy for other victims of prejudice

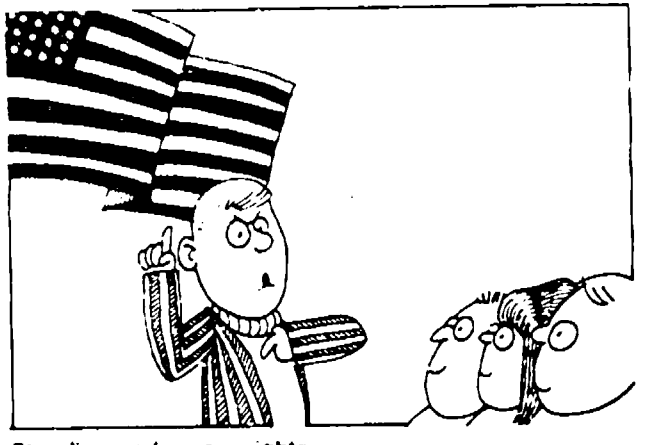


Trying harder – working harder, studying more to prove your own abilities



Acting like "they" say you are . . .

Getting even



Standing up for your rights

Which of these ways do you think are harmful to the victims of prejudice?

Which are helpful? Can you think of other ways people react to prejudice?

If you were a victim of prejudice, how would you react? Why?

Appendix 7: An Annocated List of Films Related to Gangs

The first five films outlined below may be borrowed free of charge from the organizations listed. For the last three films there is a rental charge. To guarantee availability, it is important that the teacher reserve the film desired from the lending or rental agency well ahead of the date for showing. The teacher should also preview any film before showing it to the class to insure that it meets his objectives.

Boy with a Knife (19 minutes)

Re-enactment of a case history from the files of a Los Angeles youth service agency, showing how potential delinquents are steered away from deviant behavior through the formation of a supervised neighborhood club. Available from: The Regional Film Center, The Free Library of Philadelphia, 114 N. 19th Street, Philadelphia, Pa. 19103. Telephone: 686-5367.

111th Street (32 minutes)

A dramatization of a New York City Youth Board worker having difficulty in his initial contacts with an East Harlem delinquent gang. Available from: The Regional Film Center (see above).

The High Wall (32 minutes)

A teen-age gang fight reveals tensions created by prejudice. When a social worker investigates, he finds that the trouble goes back to parents' attitudes. The discussion-provoking film analyzes the causes of resentment between different groups and the ways in which it is passed on to children. Clothes, hair styles and automobiles are dated, but the content of the film is still relevant. Available from: The Fellowship Commission, 260 S. 15th Street, Philadelphia, Pa. 19102. Telephone: KI 6-7600. Also, The Regional Film Center (see above).

The Dangerous Years (30 minutes)

A dramatic documentary which takes a look at teen-age crime and delinquency. It discusses some of the approaches being taken to guide and correct young lawbreakers. Available from: Modern Talking Picture Service, 1234 Spruce St., Philadelphia, Pa. 19107. Telephone: KI 5-2500. Also,

Philadelphia Police Department, Police-Community Relations Division, S.E. Corner Broad and Grange Street, Philadelphia, Pa. 19104. Telephone: MU 6-3380 and ask for Captain Thomas Gleason.

Demons in the Street (60 minutes - two reels)

This film traces the steps of a black youth worker attempting to guide a racially mixed gang called the Royal Demons from asocial to acceptable behavior. The film was shot in Philadelphia in 1961. Available from: Youth Conservation Services, 815 City Hall Annex, Philadelphia, Pa. 19107. Telephone: MU 6-6107.

The Jungle (20 minutes)

A realistic portrayal of street violence in Philadelphia. The film was shot and directed by members of the 12th and Oxford Street Film Makers Corporation, previously the 12th and Oxford Streets gang. Available from: 12th and Oxford Streets Film Makers Corporation, 1550 North 7th Street, Philadelphia, Pa. Telephone: PO 3-2585. Charge: $75. The charge includes the showing of the film and the answering of questions, entertained by two ex-gang members. When more than one showing is required in a single day, special cost arrangements can be made.

The Cool World (104 minutes)

A story about a 14-year-old black trying to make it--as a gang leader, as a fighter, as a lover. Duke Curtis takes over leadership of the Royal Pythons when its president, Blood, becomes an addict. Duke is striving for two things: to buy a gun ("You get yourself a piece, man, then everything opens up for you.") and to revenge the killing of one of the Pythons by a rival gang. Available from: Osti Films, 264 Third Street, Cambridge, Massachusetts. Telephone: (617) 547-7515. Charge: $100 (under 100 viewers).

The Corner (26 minutes)

An approach to the problem of juvenile delinquency through a realization of the way juvenile gang members understand themselves. Filmed on the streets of Chicago at night, this documentary reveals the world, the codes,

and the attitudes of members of a Negro gang called "The Vice Lords" - as they emerge in their own words. Intended neither as defense nor incrimination, it has value as sociological statement. Available from: Brandon Films, Inc., 221 N. 57th Street, New York, N.Y. 10019. Telephone: (212) 246-4867. Charge: $12.50.

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Appendix 9: Commentary on the Gang Unit

To the Teacher: When you have finished the unit, please help us by filling out the form below. Your evaluation will aid in the preparation of future editions. Please answer the last three questions on a separate sheet. Mail to:

M. Phineas Anderson
Pennsylvania Advancement School
5th and Luzerne Streets
Philadelphia, Pa. 19140

* *

Your name:_____ Date:_____

School:_____

How many students were exposed to the unit?_____

Grade level(s) of students:_____

On the average, what percent (%) of the students showed interest in the material?_____

On the average, what percent (%) of the students understood the material?_____

In a single class, how many class periods were devoted to the unit?_____

Did you enjoy teaching the unit?_____

Were any parts of the unit written unclearly? If so, which parts?

What were the things you liked most about the unit?

What are your suggestions for improving the unit?

The Pennsylvania Advancement School

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Published by The Pennsylvania Advancement School
Harold J. Jones, Printer-Disseminator